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ABSTRACT

This resource book is one in a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Around the World" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and constructing landscapes and maps. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "A Balloon for Grandad" (Nigel Gray); (2) "The Village of Round and Square Houses" (Ann Grifalconi); (3) "The Chalk Doll" (Charlotte Pomerantz); (4) "Our Home Is the Sea" (Riki Levinson); (5) "Abuela's Weave" (Omar S. Castaneda); (6) "Where the Forest Meets the Sea" (Jeannie Baker); (7) "Tonight is Carnaval" (Arthus Dorros); and (8) "Galimoto" (Karen Lynn Williams). (EH)

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Windows On Social Studies

Multicultural Adventures Through Literature

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Around the World

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Windows On Social Studies

Multicultural Adventures Through Literature

Around the World

Joan Westley
Holly Melton

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Around the World

The activities in this book are designed specifically to support the following children's books:

Baker, Jeannie. *Where the Forest Meets the Sea*. New York: Greenwillow Books, 1987.

Dorros, Arthur. *Tonight Is Carnaval*. New York: Dutton Children's Books, 1991.

Gray, Nigel. *A Balloon for Grandad*. New York: Orchard Books, 1988.

Grifalconi, Ann. *The Village of Round and Square Houses*. Boston: Little, Brown and Company, 1986.

Levinson, Riki. *Our Home Is the Sea*. New York: E. P. Dutton, 1988.

Pomerantz, Charlotte. *The Chalk Doll*. New York: J. B. Lippincott, 1989.

Sanchez, Enrique O. *Abuela's Weave*. New York: Lee & Low Books Inc., 1993.

Williams, Karen Lynn. *Galimoto*. New York: Lothrop, Lee & Shepard Books, 1990.

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Editors: Shirleyann Costigan, Sarah Johnson, Beverly Hersh Lozoff

Multicultural reviewer: Dr. Joyce Buckner

Text designers: Hyru Gau, JoAnne Hammer

Illustrator: Duane Bibby

Cover designer: Hyru Gau

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4

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2 3 4 5 6 7 8 9 10

Table of Contents

Notes to the Teacher 6

Children's Books

A Balloon for Grandad 10

Window 1: **South Across the Mountains** 12
Activity: Learning the cardinal directions *north*, *south*, *east*, and *west*
Concept: Cardinal directions

Window 2: **Far Away, But Not Forgotten** 13
Activity: Drawing portraits of long-distance relatives or friends
Concepts: Family ties; geographic distances

Window 3: **A Balloon Story** 14
Activity: Creating a class story about a journey
Concepts: Journeys; land and water forms

Window 4: **Houses Built of Baked Mud** 15
Activity: Making mud bricks
Concepts: Building materials used around the world; construction

The Village of Round and Square Houses 16

Window 1: **Another Kind of History** 18
Activity: Sharing stories from family history
Concepts: Family history; storytelling

Window 2: **The Village of Tos** 19
Activity: Constructing a village of round and square houses
Concepts: Communities (village); three-dimensional models of shelters

Window 3: **A Fou-Fou Feast** 20
Activity: Making fou-fou
Concept: Foods of a culture

Window 4: **A Place Apart, A Time Together** 21
Activity: Making a class book
Concept: Personal needs

The Chalk Doll 22

Window 1: **My Own Rag Doll** 24
Activity: Making rag dolls
Concepts: Exploring toys of another culture; creating

Window 2: **What's It Worth?** 25
Activity: Setting up and running a classroom store
Concept: Economics (buying, selling, making choices, income)

Window 3: **My Parent's Stories** 26
Activity: Interviewing family members about their childhoods
Concept: Family history

Window 4: **Sweet Milk, Buttermilk** 27
Activity: Comparing kinds of milk
Concepts: Charts; making comparisons

Our Home Is the Sea 28
Window 1: **When I Grow Up** 30
Activity: Conducting a survey and charting career choices
Concepts: Surveys; data analysis; careers
Window 2: **Harbor Life** 31
Activity: Assuming the roles of characters in the story
Concept: Connecting with a family and a culture through role play
Window 3: **Getting Places** 32
Activity: Exploring different modes of transportation
Concepts: Modes of transportation; getting from one place to another
Window 4: **My Home** 33
Activity: Exploring the concept of "home"
Concept: "Home" and its diverse meanings

Abuela's Weave 34
Window 1: **Woven Art** 36
Activity: Making burlap and yarn weavings
Concept: History and craft of weaving
Window 2: **Country Living, City Living** 37
Activity: Comparing and contrasting urban and rural life
Concepts: Urban and rural life; communities; charts
Window 3: **A Tapestry of Our Country** 38
Activity: Making a tapestry of symbols and images of the United States
Concept: National symbols and images
Window 4: **Handcrafted or Not?** 39
Activity: Conducting searches for handcrafted goods
Concept: Handcrafted goods

Where the Forest Meets the Sea 40
Window 1: **Time Travel** 42
Activity: Thinking about changes from past to present to future
Concepts: Past, present, and future; continuity and change
Window 2: **Little Landscapes** 43
Activity: Making habitat collages
Concept: Habitats
Window 3: **Rain Forest Animals** 44
Activity: Finding out about rain forest wildlife
Concepts: Rain forest animals; animals and their habitats
Window 4: **A Special Place** 45
Activity: Making posters
Concepts: Issues and conflict; taking a position

Tonight Is Carnaval 46
Window 1: **Our Own *Arpilleras*** 48
Activity: Making *arpilleras*
Concepts: Exploring a culture's art; working together
Window 2: ***Tunk Tunk, Pling Pling*** 49
Activity: Creating and using sound words
Concept: Connecting with a culture through sounds
Window 3: **From Alpaca to Jacket** 50
Activity: Acting out the steps in a flow chart
Concepts: Flow charts; family industry
Window 4: **Foods from Around the World** 51
Activity: Identifying where our food comes from
Concepts: Food and agriculture; using world maps

Galimoto 52
Window 1: **Great *Galimotos*** 54
Activity: Making wire push toys
Concepts: Exploring toys and games of a culture; constructing
Window 2: **Kondi's Village** 55
Activity: Mapping routes and following a sequence of events
Concepts: Route maps; sequence of events
Window 3: **Different Points of View** 56
Activity: Role playing different points of view
Concepts: Communication; understanding differences of opinion
Window 4: **Making Dreams Come True** 57
Activity: Making plans and carrying them out
Concepts: Problem-solving; resourcefulness

Blackline Masters
Rag Doll Pattern 58
Milk Comparison Chart 59
Career Survey 60
Rain Forest Animals 61
Kondi's Village Map 62

Notes to the Teacher

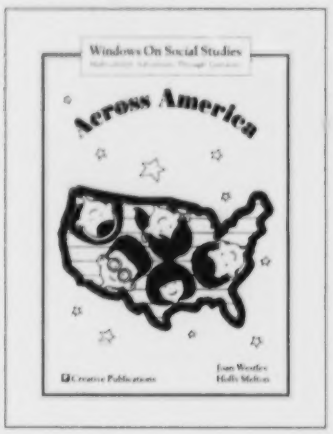
What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 32 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1-3. By listening to the stories and then discussing, comparing, and *doing*, students will discover the cultural, historical, and geographical diversity of the United States and the world.

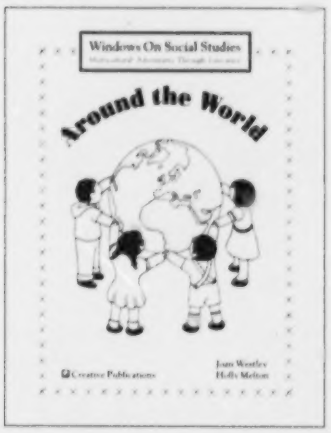
The program consists of four resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

Long Ago Times

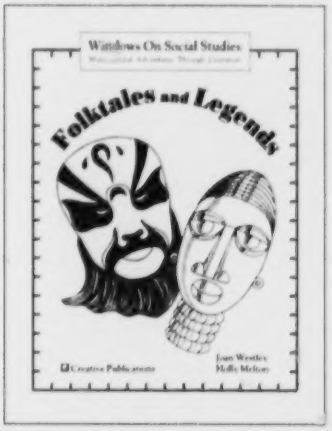
Across America



Around the World



Folktales and Legends



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Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

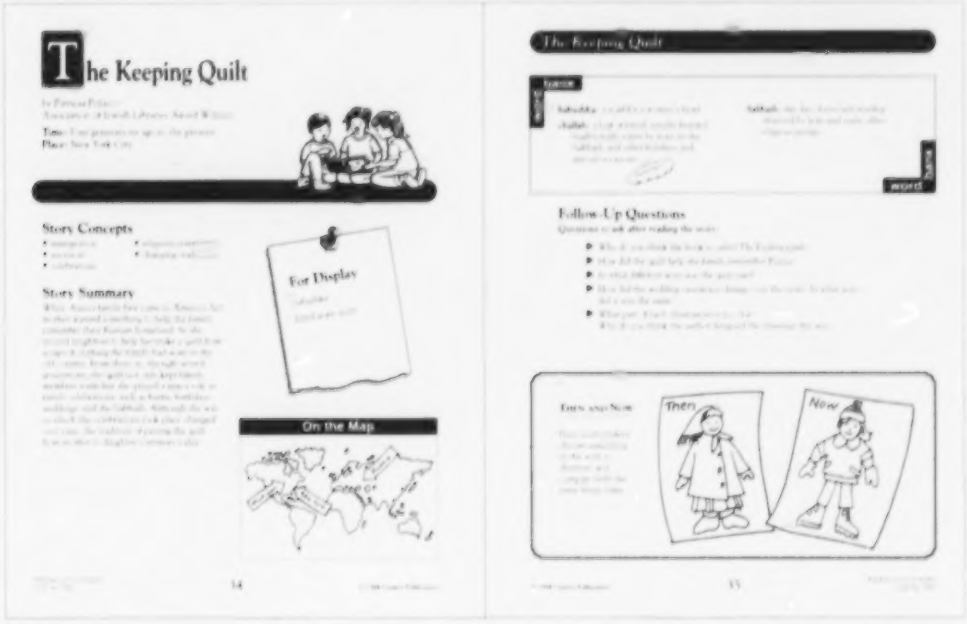
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

Word Bank provides the meanings of social studies terms found in the story.

Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

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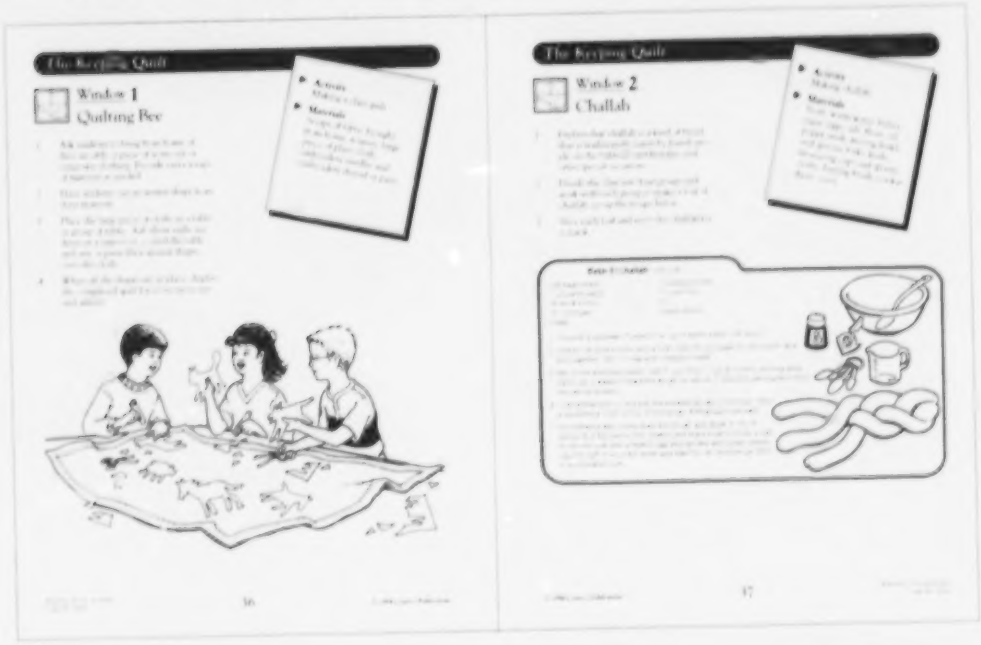
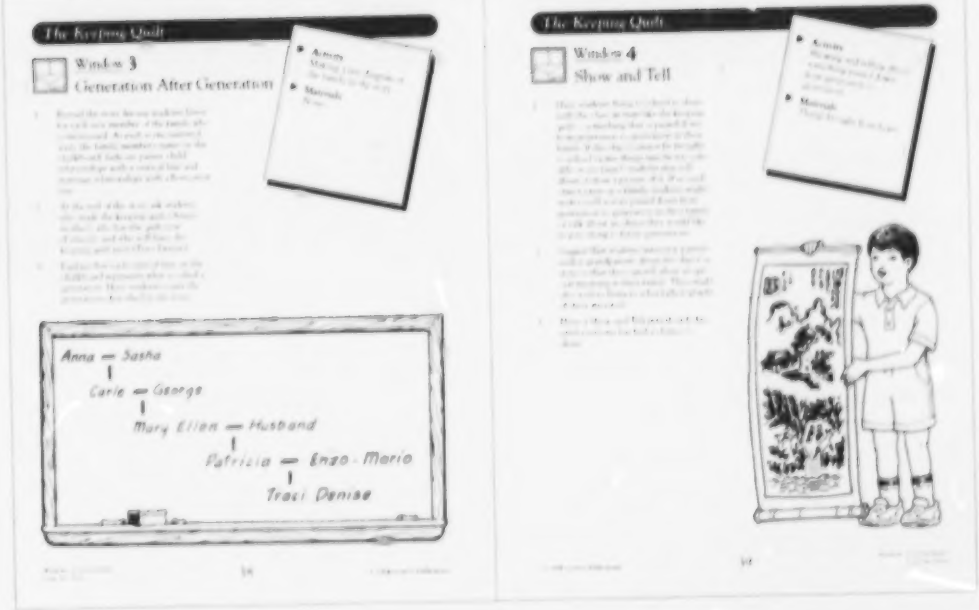
Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.





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A Balloon for Grandad

by Nigel Gray
illustrated by Jane Ray

Time: The present
Place: England and Sudan

Story Concepts

- long-distance family ties
- directions and geographic distances
- land and water forms
- life in a desert environment

Story Summary

One morning, as Sam and his father wash up after breakfast, they look out the window to see Sam's beloved silver and red balloon flying out of the house and up in the air. Sam is distressed until he decides that the balloon is making a trip to visit his grandad in faraway Sudan. Sam and his father envision the journey of the balloon, as it floats across the mountains, the sea, the desert, a river, and finally onto the island where Grandad Abdulla lives, tending his goats and date trees. Sam imagines his grandfather's joy as he receives the balloon and realizes that Sam sent it to show that he is thinking of his grandfather. Content now with the loss of his balloon, Sam tells his family that "if I know Grandad's happy, then I feel happy too."

For Display

books about England and Sudan

dates

mangoes

On the Map

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word bank

mango: a yellow-red tropical fruit with a thick rind and hard stone

sandgrouse: a pigeonlike bird found in sandy regions of Europe, Africa, and Asia

scorpion: a small animal with a poisonous sting in its tail; found in warm regions in most parts of the world

word bank

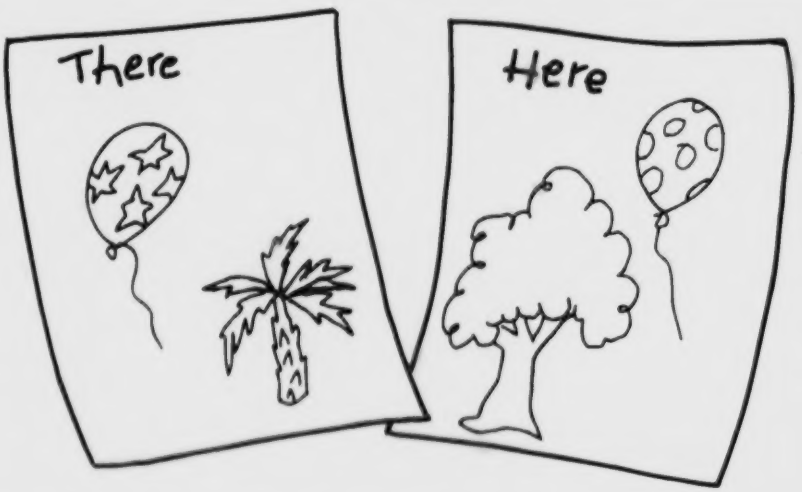
Follow-Up Questions

Questions to ask after reading the story:

- What kinds of land and water did the balloon float over?
- If you were a balloon, where would you go? What would you fly over to get there?
- What is Grandad Abdulla's island like? What work do you think Grandad does?
- Do you miss anybody who is far away? How do you make yourself feel better when you miss that person?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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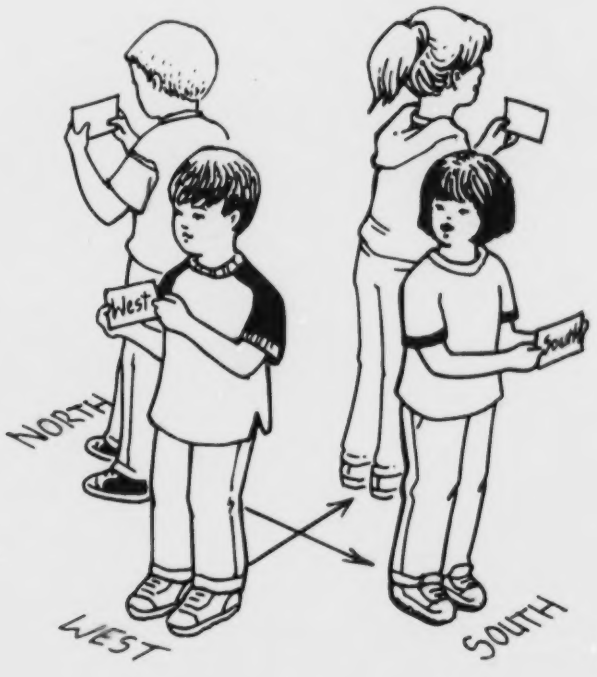
Window 1
South Across the Mountains

- **Activity**
  Learning the cardinal directions *north*, *south*, *east*, and *west*
- **Materials**
  Map of the world; compasses (optional); four index cards, each with a cardinal direction word that you have written in advance; chalk

1. On a world map, name directions as you trace the approximate route the balloon in the story took, from England south across land, over mountains, east across water, south into Africa, and across the desert into northern Sudan.
2. Explain that the directions *north*, *south*, *east*, and *west* help us to know where places are and how to get there. If possible, take students outside and point to a large object (landmark) that is north, using a compass if available. Give one student the "north" index card, and have him or her stand on that side of the playground.
3. Have a second student stand on the other side of the playground with a "south" index card. Use similar procedures for the directions *east* and *west*. When students have located the four directions, write them on the playground in chalk.
4. Play Simon Says using commands, such as, "Simon says take three steps east; Simon says face north."



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Window 2

Far Away, But Not Forgotten

- **Activity**
  Drawing portraits that tell about long-distance relatives or special friends
- **Materials**
  Drawing materials

1. Remind students that although Grandad Abdulla lived far away, he was very important to Sam. Have students talk about relatives or special friends who live far away from them. Invite students to talk about ways they keep in touch with these people.
2. Show students the picture of Grandad Abdulla in which he is standing in front of some date trees with his goats. Ask students what this picture tells about Grandad and his life (he raises animals and grows food).
3. Have students draw pictures of their own long-distance relatives and special friends. Students' pictures should show something about the person, for example, what she or he does for a living, what the person enjoys most, or what the area where the person lives looks like.
4. Invite volunteers to share their pictures and tell about the people they've drawn. Hang the pictures in a portrait gallery entitled "Far Away, But Not Forgotten."

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Window 3
A Balloon Story

- **Activity**
  Creating a class story about a journey
- **Materials**
  A helium-filled balloon, the video or film *The Red Balloon* (optional)

1. If possible, show students the half-hour-long film *The Red Balloon*. This movie, available in libraries and video stores, won the Grand Prize at the 1956 Cannes Film Festival, and tells of the friendship between a French child and his balloon.

2. Tell students that they are going to make up another story about a balloon, this time one that escapes from their classroom. Remind students that Sam and his father talked about the places the balloon flew over. Have students discuss the kinds of land and water near where you live. Encourage students to talk about local geography.

3. Have students sit in a circle. Give the balloon to one student, and have that student begin a story describing the balloon's escape from the classroom. The student should then pass the balloon to the next student. As students add to the story, they should talk about the land and water forms the balloon floats over, as well as the communities below.

4. Decide as a class where the balloon's journey ends. When the story is complete, have students direct you as you draw a simple map on the chalkboard of the balloon's journey.

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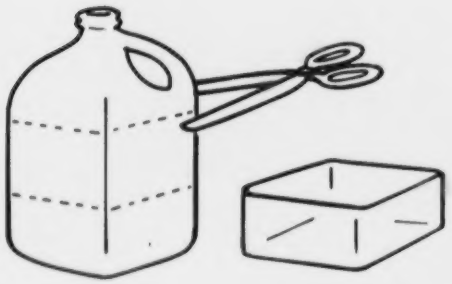
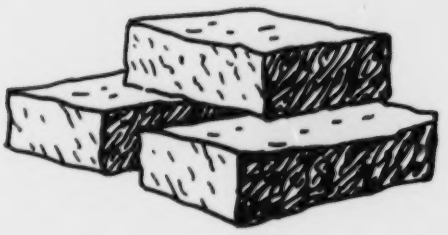
Window 4
Houses Built of Baked Mud

- **Activity**
  Making mud bricks
- **Materials**
  Mud or clay (powdered clay, if necessary), water, straw (or old, strawlike plant matter), hand spade, sticks for stirring, old buckets, rectangular plastic containers

1. Remind students that Grandad lived in a house built of baked mud. Explain that in many hot, dry lands around the world, people build their homes of mud because mud is readily available and provides insulation from the heat. Tell students that they will make mud bricks like the ones used in desert homes.
2. Students can make the bricks from the soil where you live. Soil that has a high clay content works best. (If you squeeze a handful of soil and the soil sticks together, it has a high clay content.) If the soil is too sandy, add some powdered clay. Or you may wish to purchase some soil at a garden supply store.
3. Have students put soil into buckets and add water gradually, stirring with sticks until the mixture is like a thick pudding. To hold the mud together, add straw and keep stirring until the mixture is smooth.
4. To make bottomless molds, cut lids and bottoms off containers. Put the molds on smooth, flat surfaces and shovel in the mud mixture, pressing with a hand spade to remove air bubbles. Finally, lift off the mold, leaving the brick in place.
5. Leave the bricks to dry outside in the sun for three days; cover with plastic if it rains. Then stack the bricks in the sun for several more days. They will then be ready to use for building mud houses. (You can use mud for mortar.)



Cut tops and bottoms off plastic containers.



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The Village of Round and Square Houses

written and illustrated by Ann Grifalconi
Caldecott Honor Book
American Library Association's Notable Children's Book

Time: Long ago and today
Place: The village of Tos in the Cameroon hills of Africa

Story Concepts

- land formations
- village life
- division of labor
- heritage and traditions
- natural resources and agriculture

Story Summary

Tos, an actual village that clings to the side of Naka Mountain, an almost extinct volcano in the Cameroon hills of Africa, is unlike any other village in the world. The women of Tos live in round houses, and the men live in square houses. Author Ann Grifalconi visited Tos and learned why this is so from a young girl who grew up there. The girl describes a happy and peaceful childhood in Tos, where the men and women live separately, but get together in the evenings with the children for wonderful visits and meals. The girl remembers the night when Gran'ma Tika, the best storyteller in the village, told her the tale of an angry Mother Naka, whose violent eruption long ago destroyed all but one round house and one square house. Taking this as a sign, the village chief directed the men to live in the square house, the women to live in the round house, and the children to pick stones out of the planting fields. To this day, these three traditions have continued.

For Display

yams
coffee beans
cassava roots
books or videotapes about volcanos

On the Map

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word bank

ancestor: a person one is descended from; usually further back than a grandparent

cassava: a tropical plant with edible, starchy roots

fou-fou: an African dish made from cassava, yam, or plantain, and often used to accompany spicy soups, stews, and sauces

lava: the hot, fluid rock that erupts from a volcano

word bank

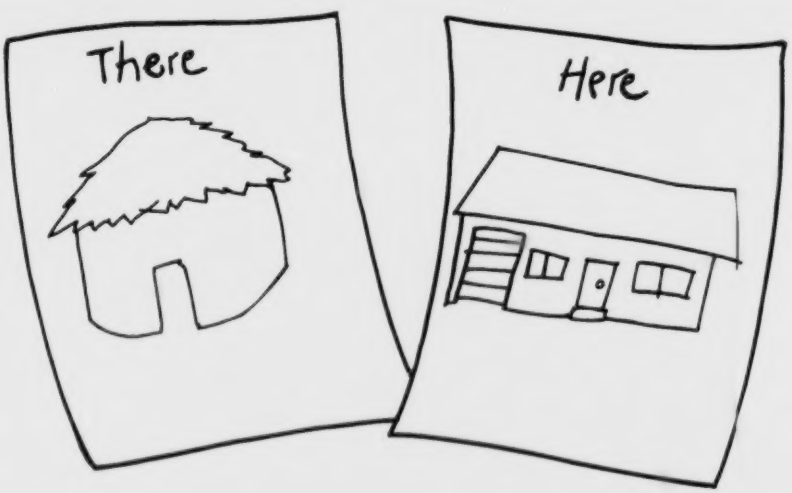
Follow-Up Questions

Questions to ask after reading the story:

- What things did the children do that showed their respect for their elders?
- Describe suppertime in the round house. How was the meal prepared? How was it carried in? In what order did family members eat?
- What is Mother Naka? What is happening when she becomes angry and shouts?
- In Gran'ma Tika's story, who were the tall gray things? The round gray things? The small gray things?
- In what way did Mother Naka's eruption benefit the village?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Another Kind of History

- **Activity**
  Sharing stories from family history
- **Materials**
  None

1. Point out that Gran'ma Tika's story was more than a story; it was an explanation of how the village came to be the way it is.
2. Ask students to find out the story behind an event that happened in their family long before they were born. For example, the story might tell why the family moved to a particular city or neighborhood.
3. Ask students to learn the story and practice telling it aloud, beginning with the phrase "Once long ago before I was born…," and ending with "And that is why…." You may want to tell a story of your own as an example.
4. Have a Story Day. Small groups of students can form story circles and tell each other stories from their family histories.

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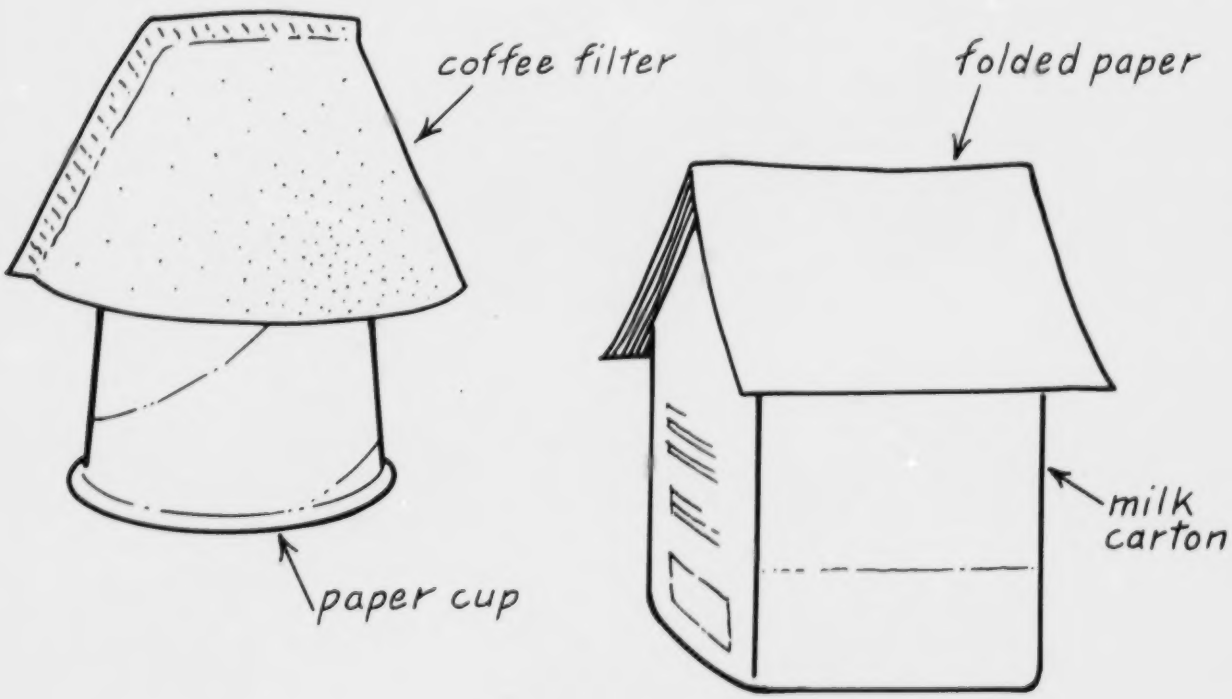
Window 2
The Village of Tos

- **Activity**
  Constructing a village of round and square houses
- **Materials**
  Large sheet of cardboard, small milk cartons, sturdy paper cups, coffee filters (No. 2 or 4), colored construction paper, toothpicks or shredded paper, scissors, tape and paste, crayons, twigs, leaves, and stones

1. Set out the materials, and after pointing out the pictures of the round and square houses in the book, tell students that they can use the materials to make a similar village.
2. Show students how they might use the milk cartons and paper cups to construct a square or round house. Then have students use tape and construction paper to cover the cartons and cups. They can use coffee filters and folded construction paper to make the roofs and cover them with shredded paper or toothpicks.
3. Students can glue the houses to the cardboard and fill in the landscape with twigs, leaves, and stones.



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Window 3
A Fou-Fou Feast

- **Activity**
  Making fou-fou
- **Materials**
  Yams, water, salt, knife, saucepan, large bowl, fork or pestle, plate, platter

  Ingredients for 10 fou-fou, or yam paste, balls:
  1-1/2 pounds yams
  2 cups water
  2 teaspoons salt

1. You may wish to do steps 1 and 2 in advance, or use two sessions for this activity. Using a sharp knife, slice the yams crosswise into 1/2-inch-thick rounds. Peel each slice, and drop it into a bowl of cold water to prevent discoloration.
2. Combine the yam slices, water, and salt in a saucepan and bring to a boil. Reduce heat to low, cover tightly, and cook for 30 to 45 minutes, or until the yam can be mashed easily with a fork. Drain the yam slices and place on a board.
3. Have students take turns mashing the yam with a fork or pestle, frequently dipping the utensil into cold water to keep the yam moist. Continue doing this until the yam is compact and slightly sticky.
4. Using a large, flat plate and a bowl of cold water, have students take turns making yam balls. To do this, they should sprinkle a little water on the plate, moisten their hands, take about 1/4 cup of paste, and roll it between their palms and across the plate. They should continue rolling until the yam is a smooth, firm ball with a shiny surface.
5. The yam balls can be eaten at once, or arranged on a platter and set at room temperature for up to 2 hours.

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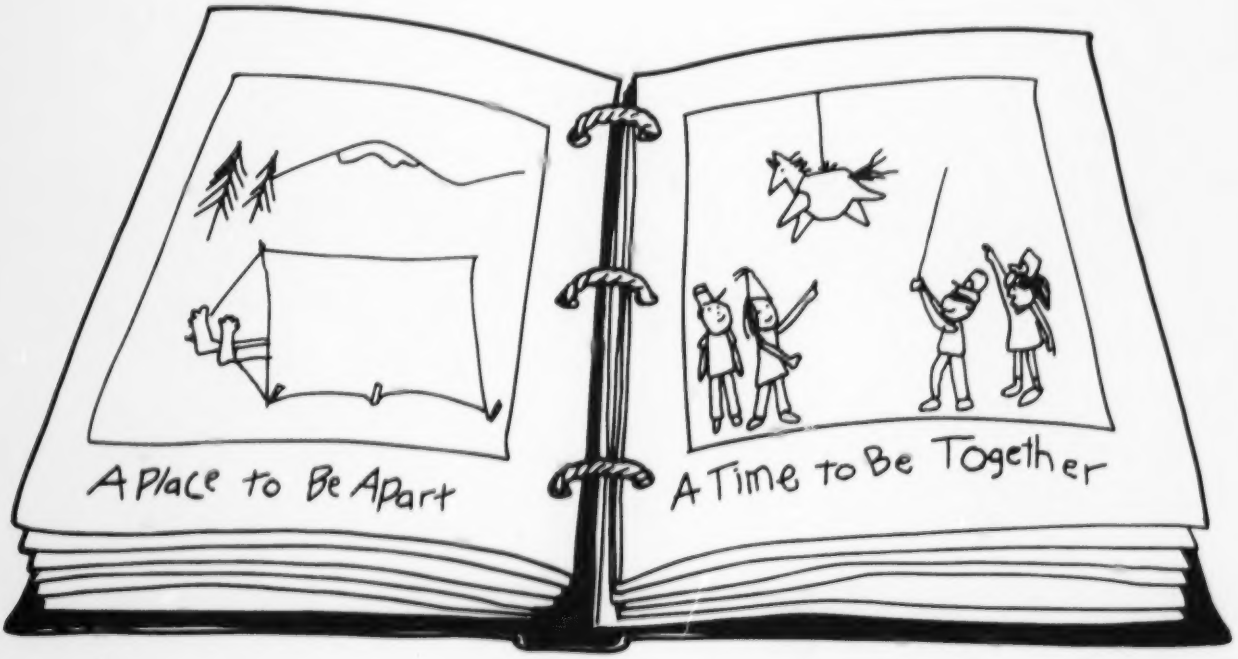
Window 4

A Place Apart, A Time Together

- **Activity**
  Making a class book
- **Materials**
  Drawing materials, construction paper

1. Gran'ma Tika said, "So you see, Osa, we live together peacefully here — Because each one has a place to be apart, and a time to be together...." Ask students if they think it's a good thing to have both a place to be apart and a time to be together with other people, and why this arrangement might make people happy.
2. Have students draw two pictures: one showing a place they go to be alone; the other showing a time when they like to be together with people they love. Ask students to label each picture either "A Place to Be Apart" or "A Time to Be Together."
3. Collect the sheets into a class book entitled "A Place Apart, A TimeTogether." Share the book with the class, having students talk about their own pictures.



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The Chalk Doll

by Charlotte Pomerantz
illustrated by Frané Lessac

Time: The present and one generation ago
Place: United States and Jamaica

Story Concepts

- family interaction
- family histories
- economic choices
- cost of goods
- cultural understanding

Story Summary

Rose, who is in bed with a cold, asks her mother to tell stories about her girlhood in Jamaica. Although it becomes apparent that Mother's family had very little money, her vivid tales reveal a happy childhood. Her first tale is of two dolls: a rag doll she made herself, and a broken chalk doll that she loved. Her other tales are about the sweet milk that was rationed into her tea, and her dreams that someday she could drink a whole can of it; a three-penny birthday; a treasured taffeta dress; and mango-pit high heels. After listening to her mother's stories, Rose decides that she would like a doll like the one her mother had in Jamaica — a rag doll — so she and her mother make one together.

For Display

canned, sweetened condensed milk

pink taffeta material

mangoes

On the Map

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word bank

seamstress: someone who sews for a living

sponge cake: a light cake made without shortening

taffeta: a fabric that is smooth, shiny, and crisp

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Why didn't Mother buy a chalk doll or a can of milk when she was a little girl?
- Why was the memory of the three pennies such a happy memory?
- Why was the memory of the pink taffeta dress both a sad and a happy memory?
- What did Mother make and do that didn't cost money? What fun do you have that doesn't cost money?
- Do you think Mother had a happy childhood? Explain your answer.
- Why do you think Rose wanted to make a rag doll?

There and Here

Have each student choose something in Mother's stories to illustrate and compare with the same thing in his or her life.

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Window 1
My Own Rag Doll

- **Activity**
  Making rag dolls
- **Materials**
  Copies of rag doll pattern (page 58); light, colored cotton fabric; filler material such as rags, tissue, or bunting; staples or needles and thread; colored markers

1. Have students compare the pictures of the two rag dolls on pages 8 and 30 in the book. Explain to students that they are going to make their own rag dolls, and ask students to imagine how they want their rag dolls to look.
2. To make the doll, have each student
   - cut two doll patterns out of the fabric to create a front and a back;
   - staple or sew the sides of the two patterns together, leaving a part of one seam open;
   - color and decorate the doll with markers;
   - stuff the doll with filler material; and
   - finish stapling or sewing the seams.

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Window 2
What's It Worth?

- **Activity**
  Setting up and running a classroom store
- **Materials**
  Play money, a table or countertop, donated and student-made items for a general store

1. Ask students to bring in goods that could be used in a classroom store. Ideas include home-baked products like cupcakes, fruits and nuts, juices, small toys students are no longer using, pens, pencils, stickers, old books and magazines, and sundries.
2. Set the items on a table or countertop, and price them. Try to assign a range of values so that students will have to make careful decisions about how to spend their money. Then give students equal amounts of play money.
3. When students have free time, allow them to use their play money to buy items at the store. Have students take turns being the storekeeper and making change. Periodically, have students talk about how they made their decisions about what to buy. The class could decide whether or not to keep the items purchased.
4. If you wish to extend the activity, you could pay students play money for doing extra work. Students could then use their "earned income" at the store.

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Window 3
My Parents' Stories

- **Activity**
  Interviewing family members about their childhoods
- **Materials**
  None

1. Rose enjoyed her mother's stories about her childhood in Jamaica. Relate any stories you know about one of your own parent's childhoods. Then invite students to tell stories their parents have told them.
2. Have students brainstorm questions they might ask their parents about their childhood. (If they prefer, students could ask any relative who is at least one generation older.) Questions might include the following: *What was your favorite toy? Who was your favorite playmate? Did you have birthday parties? What is your favorite memory of your childhood?*
3. After students have interviewed their relatives, invite them to share what they learned. Students could retell the stories or write and illustrate them.

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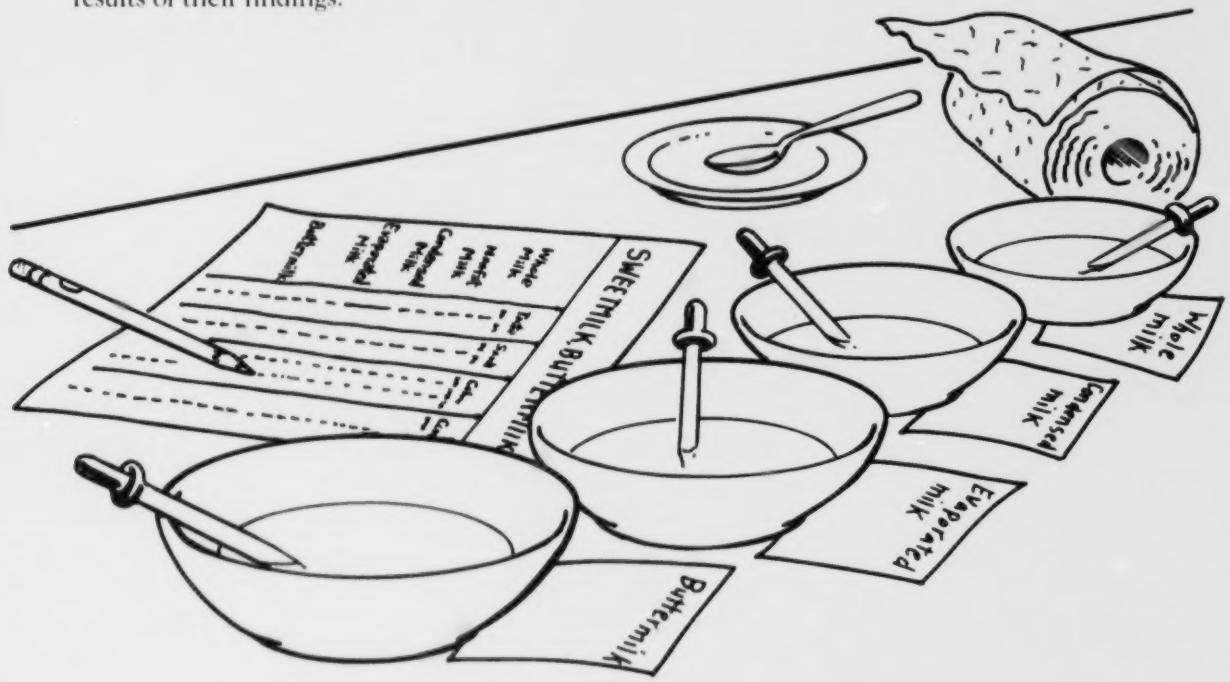
Window 4
Sweet Milk, Buttermilk

- **Activity**
  Comparing kinds of milk
- **Materials**
  Four samples of milk, (for example, whole, nonfat, condensed, evaporated, buttermilk), 4 shallow containers, 4 liquid droppers or spoons, paper towels, copies of the milk comparison chart (page 59)

1. Remind students that Mother put drops of thick, sweet milk in her tea, and explain that people still use thick, or sweetened condensed, milk for tea and cooking. Have students give examples of other kinds of milk.
2. Set out four containers of different kinds of milk. After they have washed their hands, let students — working in small groups — touch, smell, and taste a drop of each kind of milk placed on the back of their hands.
3. Ask one student in each group to record the group's findings on the milk comparison chart. (You might want to have those students allergic to milk serve as recorders.) Then have students share the results of their findings.



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Our Home Is the Sea

by Riki Levinson
illustrated by Dennis Luzak

Time: The present
Place: Hong Kong

Story Concepts

- family heritage
- career choices
- city life
- transportation
- coastal geography and occupations

Story Summary

A young boy, eager to get home after the last day of school, rushes through the busy streets of Hong Kong. He takes a tram through market streets filled with people and carts. He passes tall houses with windows full of plants and drying clothes. He runs through a park and sees bird sellers talking, old men exercising, and peacocks spreading their fans wide. But the hustle and bustle is not for him; he prefers the peace of his family's houseboat in the harbor. He knows that tomorrow his father will return from the sea to take him back out to his grandfather's big boat. And although his mother insists he will be a teacher someday, the boy knows that, like his father and grandfather, he will become a fisherman.

For Display

resource books with photos of Hong Kong and sampans

On the Map

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word bank

***amah*:** female servant or nurse for children

***congee*:** thin rice soup

harbor: a protected inlet of a sea or lake where ships can anchor

jetty: a structure of stones or piles that extends into a body of water to protect a harbor

sampan: a small, flat-bottomed Chinese boat

word bank

Follow-Up Questions

Questions to ask after reading the story:

- What are some of the things the boy saw on his way home from school?
- How is the boy's home like yours? How is it different?
- The title of the book is *Our Home Is the Sea*. Who is the boy talking about when he says *our*?
- Why do you think the boy wants to be a fisherman?
- Would you rather live in a city or on the sea? Why?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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Window 1
When I Grow Up

- **Activity**
  Conducting a survey and charting career choices
- **Materials**
  Copies of the career survey sheet (page 60), chart paper, felt-tip pen

1. Point out that the boy in the story wanted to be a fisherman, and his mother wanted him to be a teacher. Ask students to think about what they want to be when they grow up.
2. Suggest that students conduct a career survey. Distribute copies of the career survey sheet, and discuss the careers listed. First, have students make a tally mark in the box next to the career they think they would like. Next, have students take home their survey sheets and find out which jobs their friends or family members would most like to have. Have them find out reasons for people's choices.
3. If possible, enlarge a survey sheet and hang it on the wall, or use chart paper and write the careers on it. As students complete their surveys, have them transfer their tally marks to the class survey sheet.
4. Review the results of the survey with students by asking questions, such as: *Which job is the most popular? Least popular? Based on reasons given by respondents, which career seems the most unusual, fun, difficult, or dangerous?*

Which of these jobs would you most like to have?

actor/actress		mechanic	
artist	/	military officer	
computer programmer		nurse	
construction worker		police officer	
doctor		professional athlete	//
farmer		secretary	
fisher	/	singer	
firefighter	/	teacher	/
forest ranger		veterinarian	
hairdresser		writer	
lawyer		other	

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Window 2
Harbor Life

- **Activity**
  Assuming the roles of characters in the story
- **Materials**
  Straw mat, bowls, teacups, chopsticks, cooking pot, spoon, schoolbag, report card, ladder for climbing into grandfather's boat, straw hats, long table, storage box or basket

1. Set up a dramatic play area. An overturned table can be used as the houseboat. Props can be stored in a box or basket placed at one end of the "boat." (The ladder can be set slightly to the side for children who wish to dramatize the scene on grandfather's boat.)

2. Invite groups of 3-5 students to use the area to act out the houseboat scenes in the story. Have students assume different roles, such as the boy, the middle brother, the little brother, the mother, the father, and the grandfather. Suggest that they role play one of these scenes from the story: teatime on the houseboat; the family breakfast on the houseboat; or climbing onto grandfather's big boat and setting sail.

3. You may wish to extend the story by encouraging students to make up dialog for the characters in the story.

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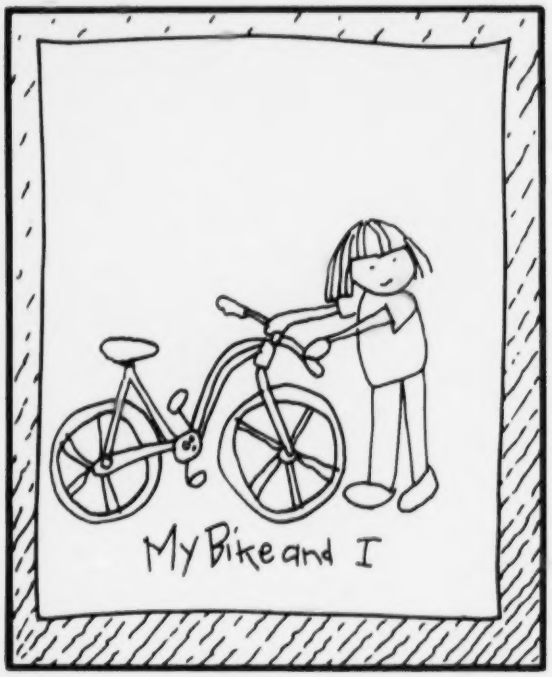
Window 3
Getting Places

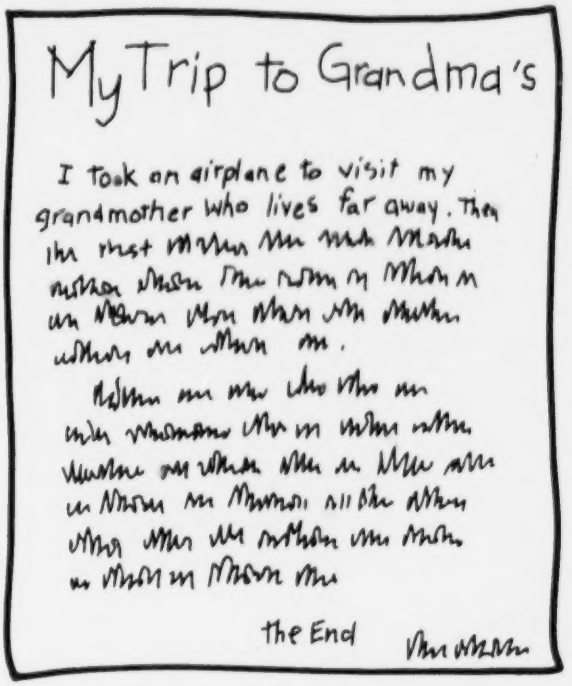
- **Activity**
  Exploring different modes of transportation
- **Materials**
  Drawing and writing materials

1. Give students this definition of the word *transportation:* "Any way of moving people or things from one place to another." Have students talk about the kinds of transportation the boy used to get from school to home (tram, walking, sampan).

2. Have students name the kinds of transportation available where you live, and write them on the board. Have students discuss how they get to school. Ask questions, such as: *Who travels the farthest? Who lives the closest to school? How many students take the bus? Walk? Ride a bicycle? Come by car?*

3. Students can draw or write stories or poems about their favorite means of transportation or something unusual that happened when they were going from one place to another.





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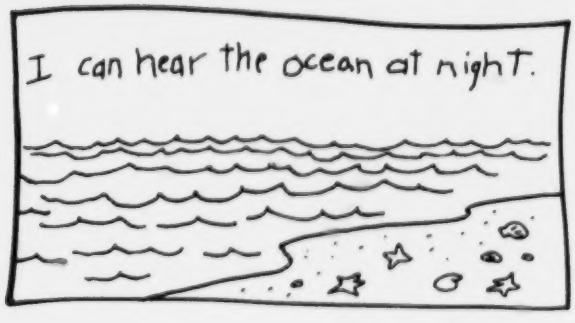
Window 4
My Home

- **Activity**
  Exploring the concept of "home"
- **Materials**
  Drawing and writing materials, construction paper

1. With students, make a word web showing what home meant to the boy in the story. Words in the web might include *sea, harbor, boat, sampan, congee, tea, fishing, bed, father, mother, brothers, grandfather, a happy place.*
2. Have students make similar webs that show what home means to them. (You may prefer to do a class web with younger students.) Then have students draw a series of pictures that illustrate the words or ideas in their webs. Students can write captions for their pictures, and arrange them into a book with construction paper covers.
3. Invite volunteers to share their books with the class. Afterwards, students can discuss how their ideas about the meaning of home are alike and different.



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Abuela's Weave

by Omar S. Castañeda
illustrated by Enrique O. Sanchez

Time: The present
Place: Guatemala

Story Concepts

- love between grandmother and granddaughter
- personal resourcefulness
- rural versus urban life
- value of handcrafted goods
- marketplace activity

Story Summary

Esperanza and her *abuela* (grandmother) work long, hard days in rural Guatemala, weaving clothing, tapestries, and other goods to take to the marketplace in the city of Guate. Because Abuela has a birthmark on her face, children are afraid of her and have even started a rumor that she is a witch. Worried that people will not buy her handcrafted goods, Abuela remains at a distance as she accompanies Esperanza on the bus trip to the busy, noisy city. When Esperanza cannot find Abuela in the city, she determinedly finds the marketplace alone. There, she hangs up the beautiful, handcrafted goods she and Abuela have made. Tourists and Guatemalans alike rush to buy all the items they have for sale, thus quelling Esperanza's worry that people would prefer the machine-made factory goods in the stalls around her. Thrilled with their success, Esperanza and Abuela contentedly share a seat on the bus home.

For Display

weaving loom

Guatemalan woven art and clothing

On the Map

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word bank

compound: an enclosed space with a group of buildings on it

***huipiles*:** embroidered blouses worn by girls in Central and South America

quetzal: the national bird of Guatemala

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Compare Esperanza and Abuela's tapestry with the pictures on the rocks and trees near their home. How are they alike? Do you think the pictures were really on the rocks and trees?
- How was life in the city different from country life? Which do you think Esperanza preferred?
- Do you think Esperanza was brave? Why or why not?
- How did Abuela and Esperanza feel about each other? How can you tell?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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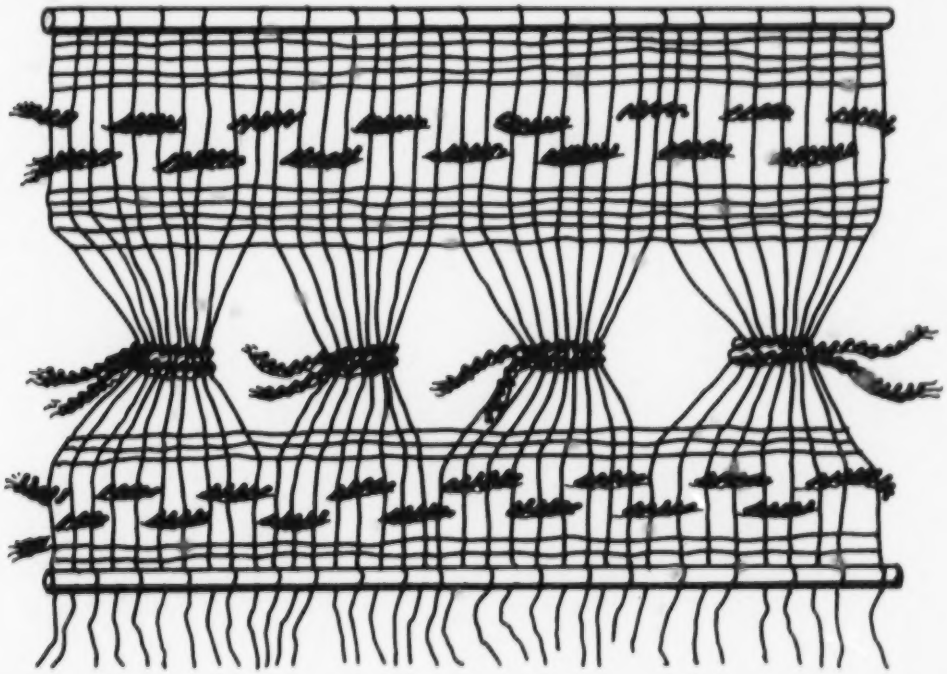
Window 1
Woven Art

- **Activity**
  Making burlap and yarn weavings
- **Materials**
  10" × 12" pieces of burlap; yarn in a variety of colors; scissors; large, plastic sewing needles; dowels or paper towel rolls; string

1. Go through the book with students, pointing out the pictures that show Abuela and Esperanza weaving. Explain that for thousands of years, long before there were machines and factories, people made looms to weave cloth. Tell students that they will have a chance to weave by making burlap and yarn wallhangings.
2. Distribute burlap, yarn, and needles to students. Have them pull out several rows of thread from the burlap. Then show students how to tie a knot at the end of the yarn and weave it in and out across a row.
3. Have students repeat this procedure for the entire piece of burlap: pulling out threads and weaving yarn in and out across the rows. Encourage students to be creative and experiment with different patterns and colors of yarn as they work.
4. When the weavings have been completed, students can make a fringe at the bottom, and staple or glue their wallhangings to paper towel rolls or wooden dowels. Attach string and hang the woven art around the classroom.



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Window 2
Country Living, City Living

- **Activity**
  Comparing and contrasting urban and rural life
- **Materials**
  Chart paper, felt-tip marker, drawing materials

1. Have students review differences between city life and country life in Guatemala.
2. Ask students if they live in the city or country. If you live in a suburb, ask how it is like a busy city, and how it is like the country. Have students talk about visits they have made to big cities or rural areas.
3. On chart paper, draw the chart shown below. Have students talk about how city and country life are alike and different in the United States in terms of the headings on the chart. Fill in the chart to reflect students' responses.
4. You may wish to extend the activity by having students draw pictures about life in the city or country. Hang the pictures in a display entitled "City Life, Country Life."

	CITY	COUNTRY
Transportation	cars subways buses	cars tractors
Buildings	skyscrapers office buildings apartment houses department stores	farmhouses barns small stores small businesses
Sounds		
Types of Work		
Things I Like		

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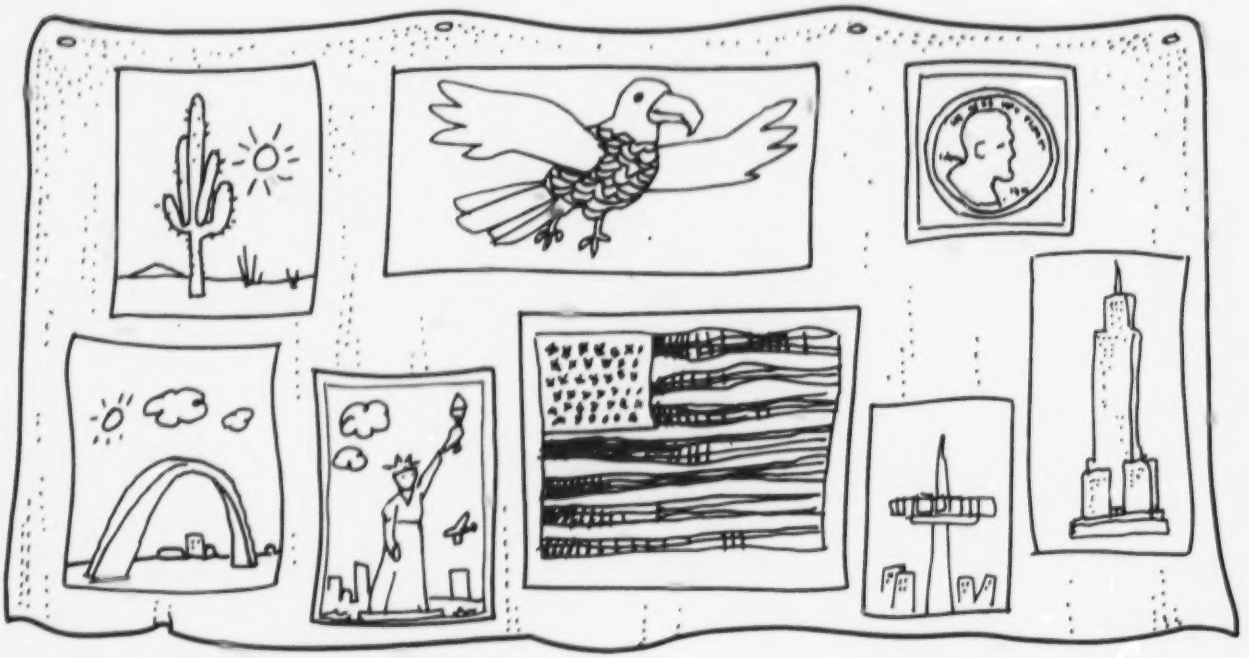
Window 3
A Tapestry of Our Country

- **Activity**
  Making a tapestry of symbols and images of the United States
- **Materials**
  Large piece of plain cloth or butcher paper; picture books, picture postcards, and old magazines showing scenes and symbols of our country; drawing materials; glue or paste

1. Show students the picture of the tapestry in *Abuela's Weave*. Read the sentences that tell how Esperanza and Abuela wove symbols and images of Guatemala into the tapestry.
2. Have students talk about symbols and images of the United States. Some examples are the American flag, the bald eagle, the Statue of Liberty, Mount Rushmore, baseball, and so on. Encourage students to talk about important events in history, such as the first landing on the moon. Have students look through picture books, picture postcards, and magazines to find other images and symbols of our country.
3. Have each student draw, color, and cut out a picture of a symbol or image of the United States.
4. Place the large piece of cloth or butcher paper on a table, and have students paste or glue their images onto it. Hang the completed "tapestry" on the wall for all to admire.



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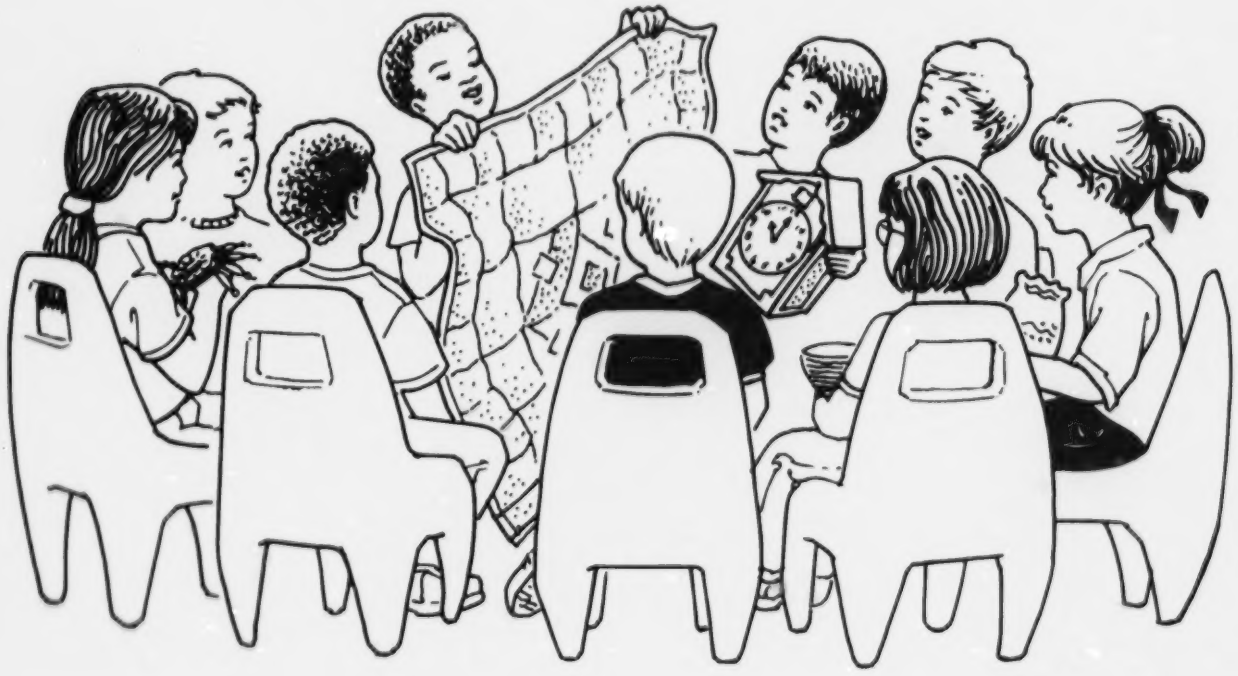
Window 4
Handcrafted or Not?

- **Activity**
  Conducting a search at school and at home for handcrafted goods
- **Materials**
  None

1. Remind students that people saw great beauty in Abuela and Esperanza's handcrafted weavings. As a class, discuss what is good about handcrafted items (they're unique; they're made with love and care; the people who make them feel responsible for them).
2. Have students look around the classroom and name any handcrafted items they see. They should include things they have made that are displayed in the classroom.
3. Ask students if they can think of any handcrafted items they have at home. Have students look for such items at home, and, if possible, bring them to school. Let them share information about the handcrafted items, specifically, what they are, and where and by whom the items were made.



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Where the Forest Meets the Sea

written and illustrated by Jeannie Baker

Time: The present
Place: North Queensland, Australia

Story Concepts

- rain forest habitat
- continuity and change
- imagination
- extinct and endangered animals
- human and environmental interaction

Story Summary

A boy and his father climb aboard their boat, *Time Machine*, and journey into a tropical rain forest in North Queensland, Australia. My *father says there has been a forest here for over a hundred million years*, the boy tells us at the beginning of the story. As he hikes into the rain forest, the boy pretends he is back in that long ago time, and he imagines the plant, animal, and aboriginal life that once lived there. His imaginings conjure up shapes, and the reader, turned detective, begins to watch for haunting images from the past within the stunning collages that illustrate the story. *But will the forest still be here when we come back*, the boy asks on the final page, and the reader is given a look into the possible future of the island.

For Display

books about Australia

plant, animal, and bird identification books

pictures and books about tropical rain forests

On the Map

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word bank

aborigine: the earliest known inhabitants of a place

cockatoos: large parrots, usually white with colored crests

creepers: trailing or climbing plants

rain forest: a dense tropical forest that has at least one hundred inches of rain a year

reef: a ridge of coral, sand, or rocks at or near the water's surface

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Why do you think the boat was named *Time Machine?*
- When is something ancient? What do you think the world looked like a hundred million years ago?
- What kinds of plants and animals might you find in a rain forest? What plants and animals would not be there?
- How can you tell which things in the pictures are imaginary or from the past?
- What was the boy concerned about when he asked, "Will the forest still be here when we come back?"

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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Window 1
Time Travel

- **Activity**
  Thinking about changes from past to present to future
- **Materials**
  Drawing and writing paper, historical pictures of your community

1. Explain to students that the pictures in the book help the reader understand how the rain forest, like every place in the world, has a past, present, and future. Have students suggest some reasons why places change over time.
2. If possible, bring in pictures that show your community at different times in its history. Ask students to hypothesize how the area that is now their school might have looked one hundred years ago or might look in the future.
3. Have students draw and label two pictures: one that shows how a place in their neighborhood looks now, and another showing how it might have looked in the past *or* how it might look in the future.
4. Invite volunteers to show their pictures and explain what might have caused the changes they have illustrated.

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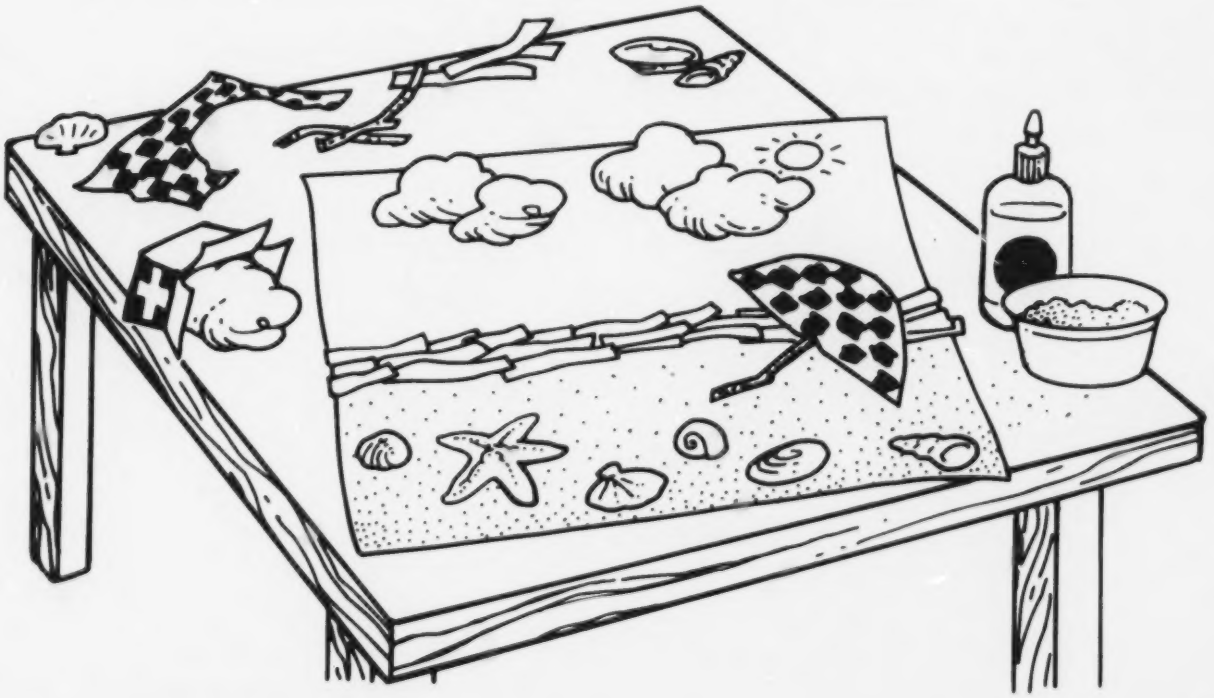
Window 2
Little Landscapes

- **Activity**
  Making habitat collages
- **Materials**
  Pictures of different habitats; heavy paper or cardboard; scissors; tweezers; glue; various kinds of paper and fabric; natural materials such as sand and leaves; decorative items such as buttons, cotton balls, and aluminum foil

1. Discuss the rain forest habitat, including the very wet climate, lush plants, and tropical animals. Review with students the rain forest collages in the book. Then briefly discuss other habitats; for example, ocean, mountain, desert, grasslands, and temperate forest.
2. Review some of the pages in the book, specifically calling attention to and discussing the materials students think the author used to create her collages. (In advance, you may wish to have students bring to school some of the items delineated in Materials.) Explain that students will have an opportunity to create their own habitat collages. Students may want to work in pairs.
3. Have students select the habitat of their choice and create their collages with the materials that have been gathered. Provide students with large pieces of heavy paper or cardboard, and have them sketch in pencil broad outlines of things like land, sky, and animals. Then have them fill in their collages, using different shapes, colors, textures, and materials.



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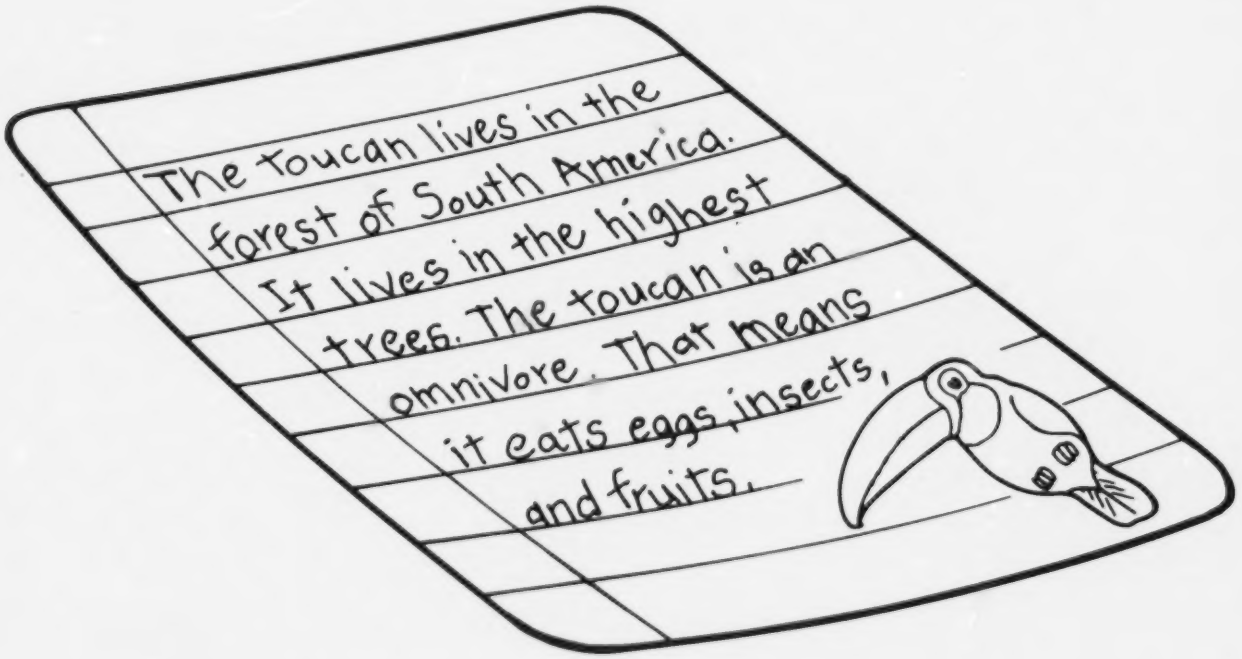
Window 3
Rain Forest Animals

- **Activity**
  Finding out about rain forest wildlife
- **Materials**
  Video and/or picture books about rain forests around the world, world map, old science and nature magazines, copies of rain forest animals (page 61), paper, scissors, paste

1. Explain to students that although all rain forests are alike in climate and forest density, the plant and animal life differs from one forest to another. Show students a video, or read aloud a book about rain forest animals. Point out on a world map where the rain forests are located.
2. Have students work in pairs or small groups, and distribute a copy of the rain forest animals to each group. Have each pair or group select one of the animals pictured on the sheet to research and write about. Students can color and cut out the picture of the animal they are writing about and use it to illustrate their written reports. For younger students, you may prefer to do this as a large group activity with everyone contributing to one report.


The toucan lives in the forest of South America. It lives in the highest trees. The toucan is an omnivore. That means it eats eggs, insects, and fruits.

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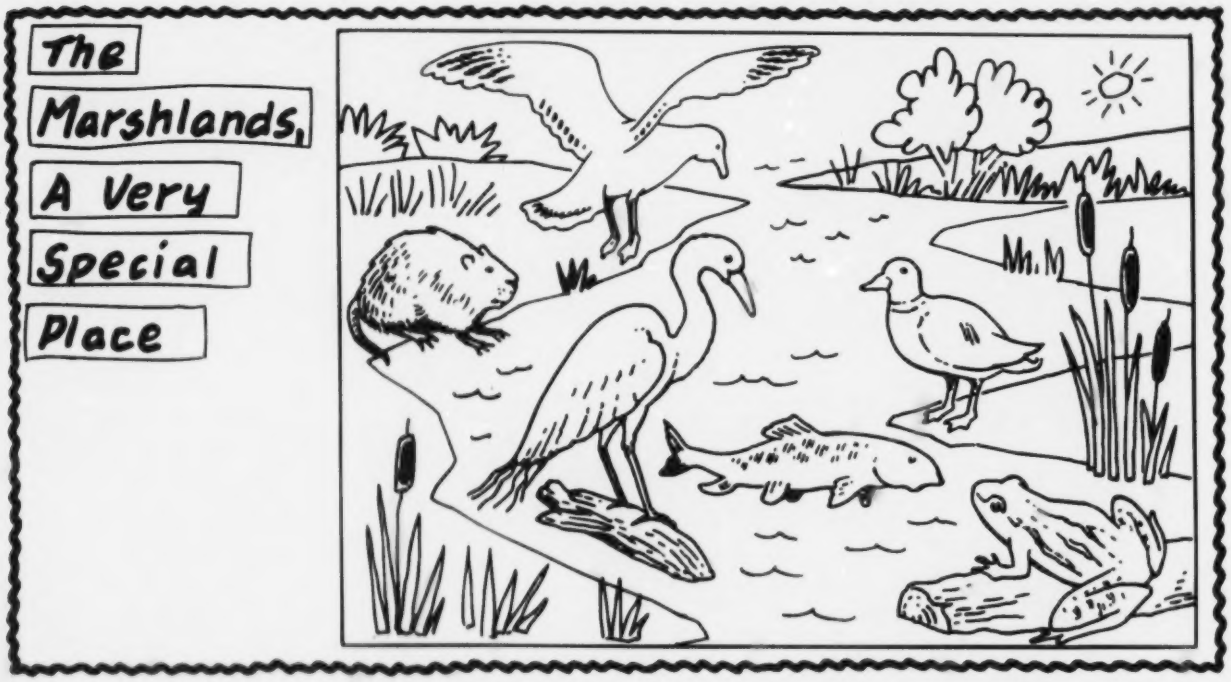
Window 4
A Special Place

- **Activity**
  Making a poster
- **Materials**
  Construction paper, tagboard, scissors, glue, colored markers

1. Have students look at and compare the last two spreads in the book. Ask questions, such as, *How is the last picture different from the picture before it? How does the last picture make you feel?*
2. Ask students what they know about areas in or near their community that are slated for development. This might be a park or open space. Or students may be aware of protected lands or wildlife reserves near your community. Focus on one of the areas. If possible, take students on a field trip there.
3. Discuss the pros and cons of protecting the area from development. Let students make posters showing their points of view.



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Tonight Is Carnaval

by Arthur Dorros
illustrated by the Club de Madres Virgen del Carmen of Lima, Peru

Time: The present
Place: The Andes, Peru

Story Concepts

- traditional celebrations
- working and living cooperatively
- geography of the Andes
- agriculture
- family interaction

Story Summary

High in the Andes of Peru, a boy eagerly awaits Carnaval, a three-day celebration of music, food, and dance in the valley below. Before the festivities begin, the boy must get through another two days of work. He helps his family find firewood, prepare fields for planting, tend to the family llamas, and harvest potatoes for market. When he can, he practices his *quena*, or reed flute, in preparation for Carnaval, when he will play in his father's band. At long last, it is Carnaval, and the boy joins with others in the band to play the songs of mountain days and nights while his people sing and dance under the stars. Following the story is a photo essay about the members of the Club de Madres Virgen del Carmen, who created the colorful *arpilleras* that illustrate the book.

For Display

arpilleras

panpipes or other instruments from the Andes

photographic books of the Andes and its people and animals

On the Map

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word bank

Incas: American Indian peoples whose advanced culture dominated Peru until the Spanish conquest

llamas: animals, related to camels, that are used in the Andes for wool and to carry things

For the definitions of the words *Carnaval*, *Andes Mountains*, *quena*, *bombo*, *charango*, and *zampona*, refer to the glossary at the back of the book.

word bank

Follow-Up Questions

Questions to ask after reading the story:

- What does the land look like where the boy lives?
- The boy tells us that sometimes his friend's family helps his family plant crops, and sometimes his family helps the other family. Why do you think they do this?
- What jobs does the boy do to help his family? What jobs do you do to help your family?
- Why does the boy look forward to Carnaval? What events do you look forward to?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.

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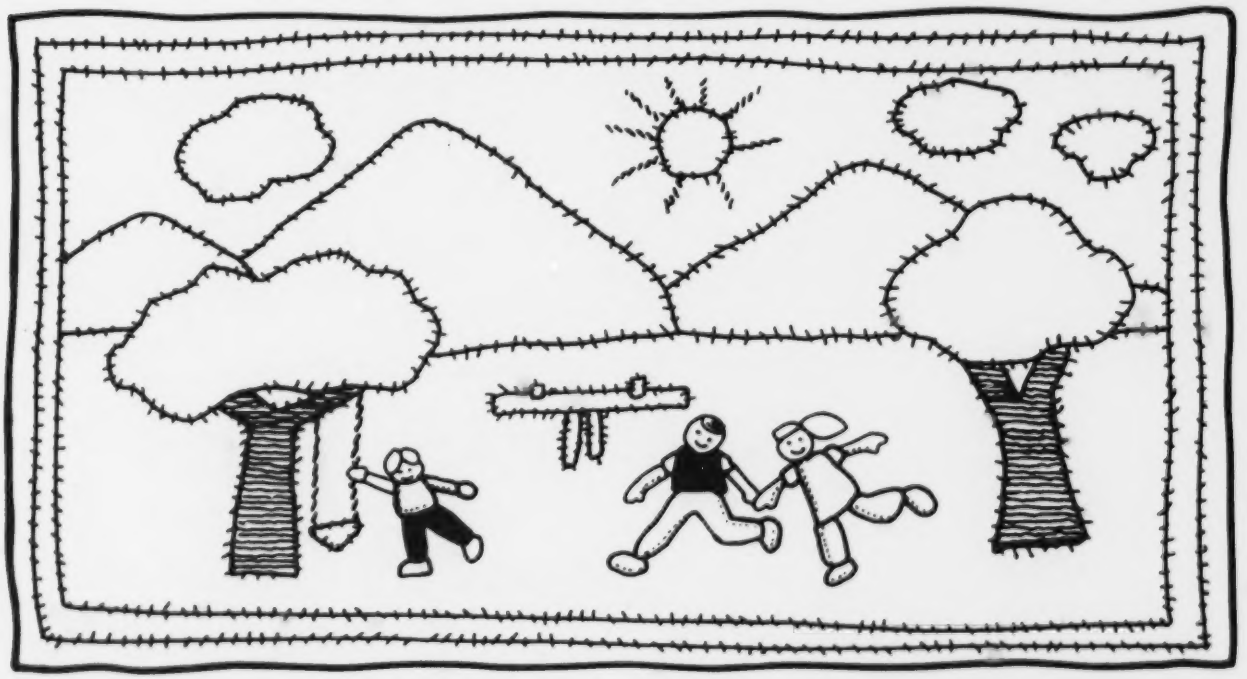
Window 1
Our Own *Arpilleras*

- **Activity**
  Making *arpilleras*
- **Materials**
  Butcher paper or brown paper bags, scissors, glue or paste, markers, colored construction paper, cotton balls, beads, fabric, felt, yarn, pipe cleaners, tiny styrofoam balls, toothpicks

1. With students, look through the book, including the photo essay at the end, to see how *arpilleras* are made. Talk about the materials that were used, and how the three-dimensional figures were made and attached.
2. Have students work in small groups to make their own cloth pictures. Suggest that students begin by drawing a simple design on butcher paper or a large paper bag, then glue onto the design the fabric or construction paper you have provided.
3. Some students in each group can cut out the shapes and figures while others glue them in place. Students can use colored markers to imitate stitching.
4. Display the completed *arpilleras* around the room for everyone to admire.



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Window 2
Tunk Tunk, Pling Pling

- **Activity**
  Creating and using sound words
- **Materials**
  Drawing paper and crayons

1. *Tunk tunk, tunk tunk* went Papa's ax. *Pling pling, pling pling* went the kernels of corn dropping into the empty pot. The boy in the story talks about specific sounds made by the things in his life. You may wish to go through the book with students, pointing out specific references to other sounds the boy talks about.
2. Point out to students that words like *tunk tunk* are called sound words because they sound like the noises they represent. Encourage students to provide other examples of sound words, such as *buzz* and *boom*, as you write them on the board.
3. Have each student choose a scene from the story to illustrate. For example, Mama washing clothes, or the boy digging potatoes out of the damp earth. When students have finished drawing, they can make up sound words for what is happening in the picture. Encourage students to write or dictate the sound words next to the action in their drawings.

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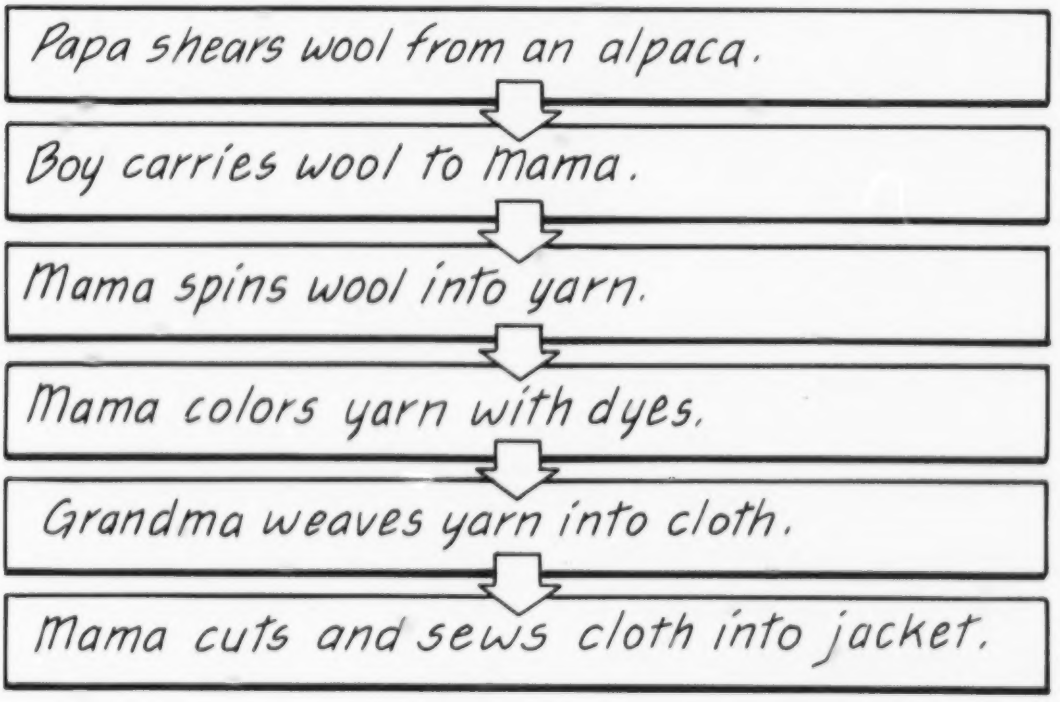
Window 3
From Alpaca to Jacket

- **Activity**
  Acting out the steps in a flow chart
- **Materials**
  None

1. Reread the page in the book that describes what Mama and Grandma do with the wool after Papa shears the alpaca. Ask students to think about the steps that are necessary to make the wool into a jacket.
2. On the chalkboard, draw a flow chart with six boxes, and let students tell you the step that goes in each box.
3. Invite students to read the flow chart aloud as they act out the steps.


Papa shears wool from an alpaca.
Boy carries wool to Mama.
Mama spins wool into yarn.
Mama colors yarn with dyes.
Grandma weaves yarn into cloth.
Mama cuts and sews cloth into jacket.

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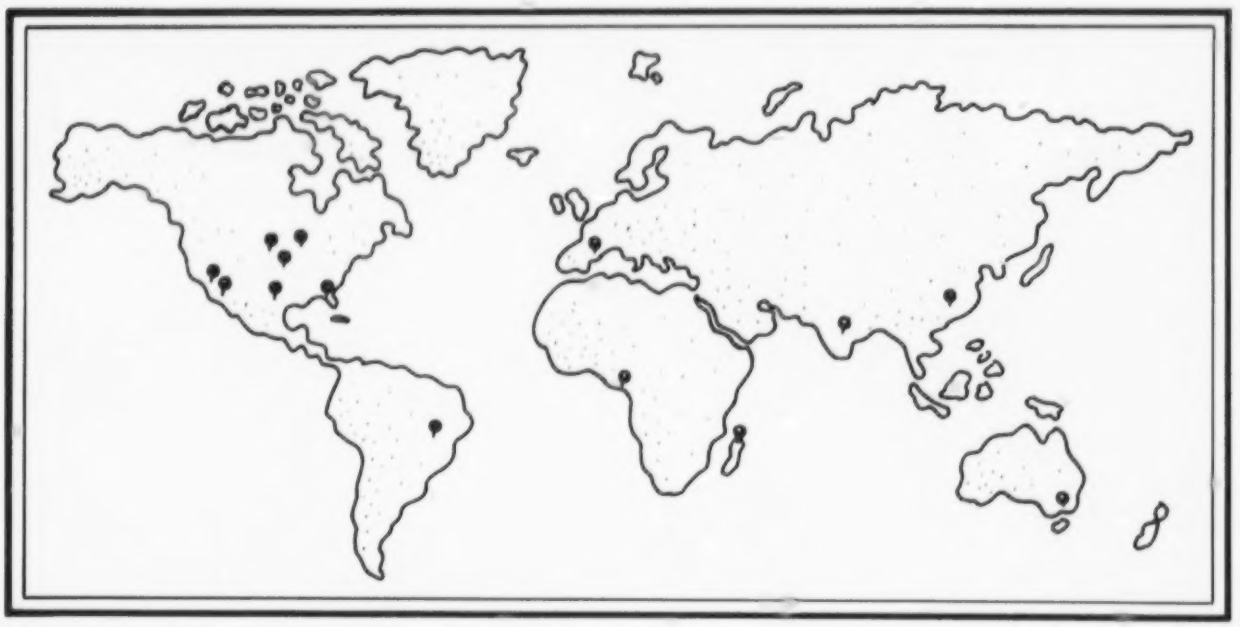
Window 4
Foods from Afar

- **Activity**
  Identifying where our food comes from
- **Materials**
  World map, pushpins

1. Plan a field trip to a market, invite a grocer to the classroom, or ask a green grocer to help you select and bring into the classroom a selection of fruits and vegetables that are grown in different places around the world. You might show a pineapple grown in Hawaii, an apple from New Zealand, a papaya from Mexico, and so on.
2. Use pushpins to show on a world map where the fruits and vegetables come from. Help students generalize that we get our food from many places, especially at times during the year when certain crops are not grown where you live.



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Galimoto

by Karen Lynn Williams
illustrated by Catherine Stock

Time: The present
Place: Malawi, Africa

Story Concepts

- village life
- barter
- persistence and resourcefulness

Story Summary

Seven-year-old Kondi is determined to make a *galimoto*, an intricate wire push toy. His brother tells him that he is too young to make such a toy. Kondi ignores him, and embarks upon a quest for the necessary wire. He searches all over the village—in shops, over fences, behind the mill—getting in and out of trouble. He trades and scavenges until, at last, he has enough wire. For the rest of the afternoon, Kondi labors over his *galimoto*, while his mother and sister prepare the maize for dinner. After dinner, Kondi's friends sing for him to come play. "*Galimoto!*" they cheer when they see him, and they all line up behind him and race their *galimotos* together.

For Display

different kinds of wire, including electrical, packing, and coat hangers

bamboo

On the Map

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word bank

galimoto: a type of push toy made by children in Africa; made from old wires or other materials, intricately shaped into cars, trucks, bicycles, and other vehicles

maize: a kind of corn

mill: a place where grain is ground into meal or flour

word bank

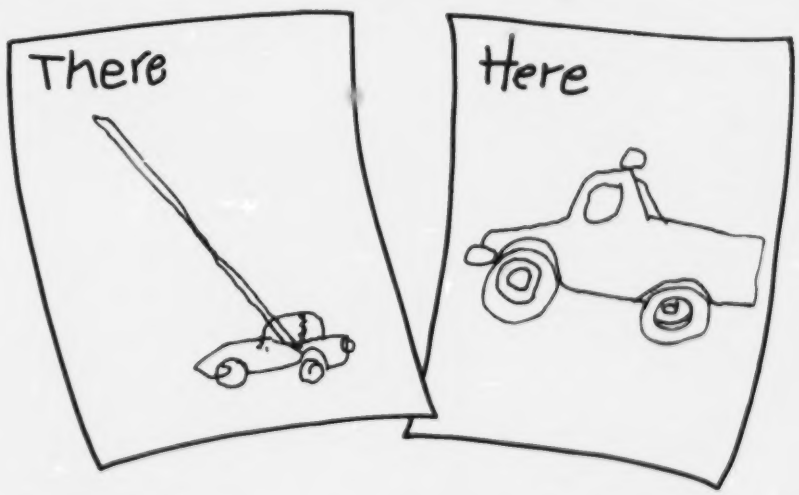
Follow-Up Questions

Questions to ask after reading the story:

- From the story, what do you know about Kondi? What kind of a person is he?
- What trouble did Kondi get into in his search for wire? How could he have avoided getting into trouble?
- Where would you look to find used wire?
- How is Kondi's village different from your neighborhood? In what ways is it alike?
- If you lived in Kondi's village, what would you like about living there?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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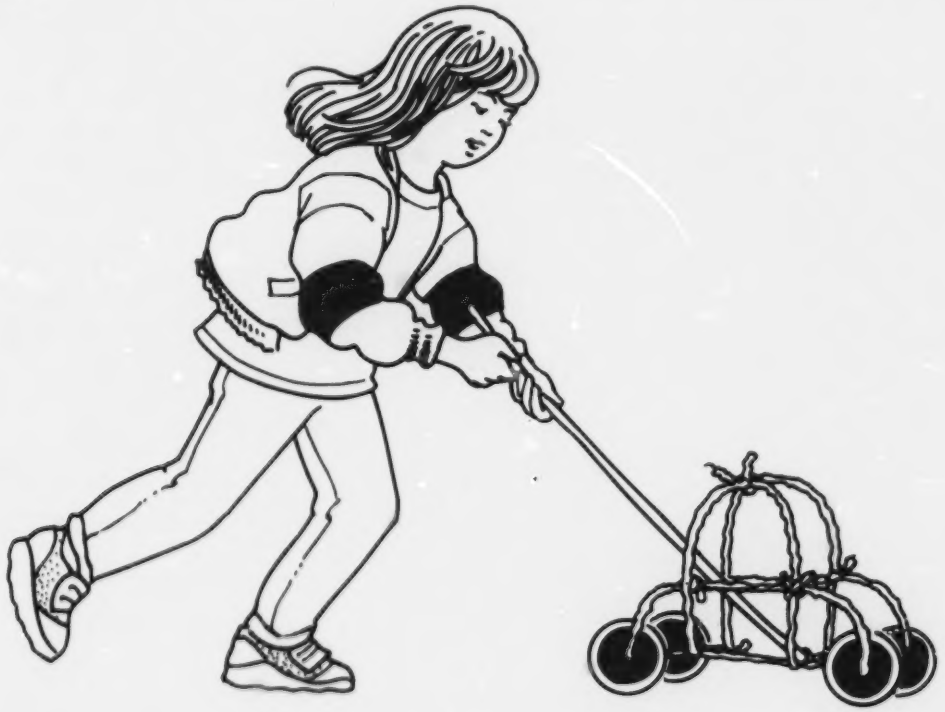
Window 1
Great *Galimotos*

- **Activity**
  Making wire push toys
- **Materials**
  Craft wire or pipe cleaners; empty juice cans, toilet paper rolls, or other cylinders; scissors; long sticks or rods

1. Go through the book with students, pointing out the pictures of the *galimotos*. You may want to reread the page in the book that tells how Kondi made his *galimoto*. Give students time to talk about how the *galimotos* are made. Point out that all of the *galimotos* are vehicles.
2. Have students make their own *galimotos*. Give each student a number of pipe cleaners, scissors to cut them, and cylinders to shape the wheels and other circular parts. Point out that Kondi used thick and thin wires, and that they can make thick wires by doubling pipe cleaners and even tripling them at the joints where needed. Have students pass the book around as they work, so that they can get ideas for details.
3. Give students long sticks or rods for pushing their *galimotos*. When all are finished, hold a class *galimoto* parade.



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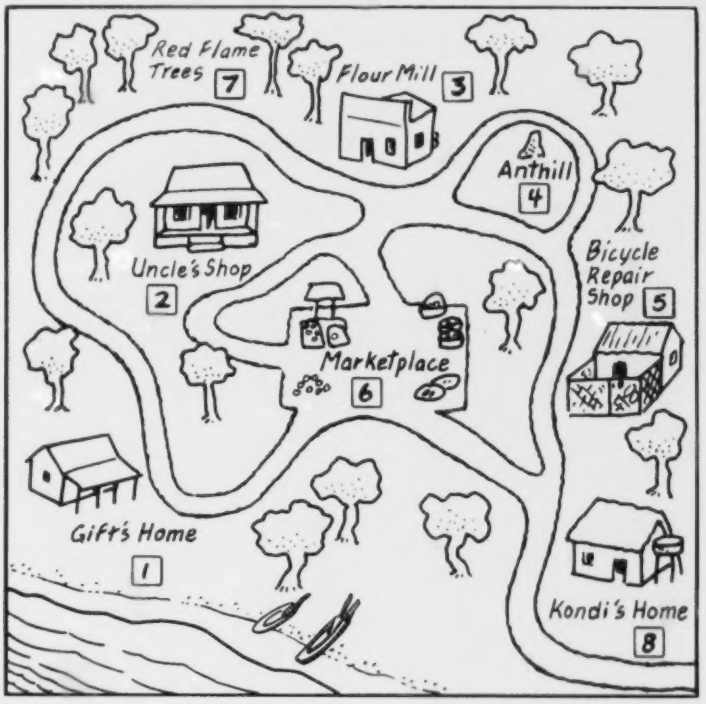
Window 2
Kondi's Village

- **Activity**
  Mapping routes; following a sequence of events
- **Materials**
  Copies of map of Kondi's village (page 62)

1. Distribute maps, and have students identify each of the places in Kondi's village.
2. Tell students to listen carefully as you reread the story to them, and to number each place on the map as it is mentioned in the story. You may want to pause after mentioning Kondi's first stop, Gift's home, to make sure students mark their maps correctly.
3. After reading the story, allow time for students to check the numbers on their maps to make sure they are correct. Then have students connect the numbers in order along path lines that Kondi might have taken to get from place to place.
4. Have students color their maps and take them home. Suggest that they use the numbers on the map to retell the story to someone in their family.



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Window 3
Different Points of View

- **Activity**
  Role playing different points of view
- **Materials**
  None

1. Review with students that while Kondi achieved his goal, things he did were not appreciated by some villagers.
2. Ask for seven volunteers, and assign each student the part of one of these story characters: Kondi, Ufulu, Gift, Kondi's uncle, a woman at the flour mill, the miller, Munde, and the policeman. Then reread the story, exaggerating the voice and attitude of each character. Let students pantomime the scenes as you read. They should show with gestures and facial expressions what each character is feeling.
3. At the end, let students improvise a conversation about Kondi that might possibly take place from the points of view of the characters they are role playing. For example, the woman at the mill might say, "I wanted to get my flour, but Kondi kept me waiting! He's so rude!" Kondi's uncle might reply, "Kondi is a clever boy. He did not mean it."
4. After the role play, students can talk about how people might have different opinions about their actions and/or behaviors and why.

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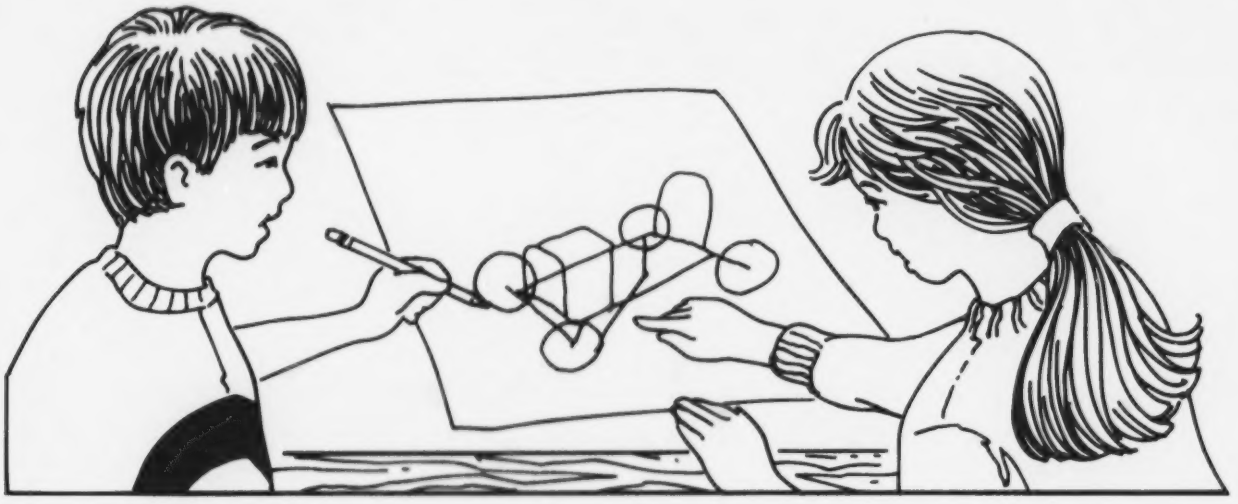
Window 4
Making Dreams Come True

- **Activity**
  Making plans and carrying them out
- **Materials**
  Writing materials

1. Point out that although Kondi didn't have money, he was very clever and determined about getting the wire he needed to make his *galimoto*. Review the various ways Kondi found to acquire the wire.
2. Have students name things they would like to have or do, and write their responses on chart paper. Encourage students to name things that they could make themselves or with help, such as dolls and go-carts. Then go over the list, asking students which of the items they might acquire without money if they were really resourceful.
3. Students working alone or with a partner can then try to figure out a plan for getting one of the items on the list. Have students write or draw a picture of their plans. Invite volunteers to share their plans with the class. Younger students may need to work in a larger group in which everyone contributes to a class plan.
4. You may wish to extend this activity by asking students to carry out their plans and report on their successes.



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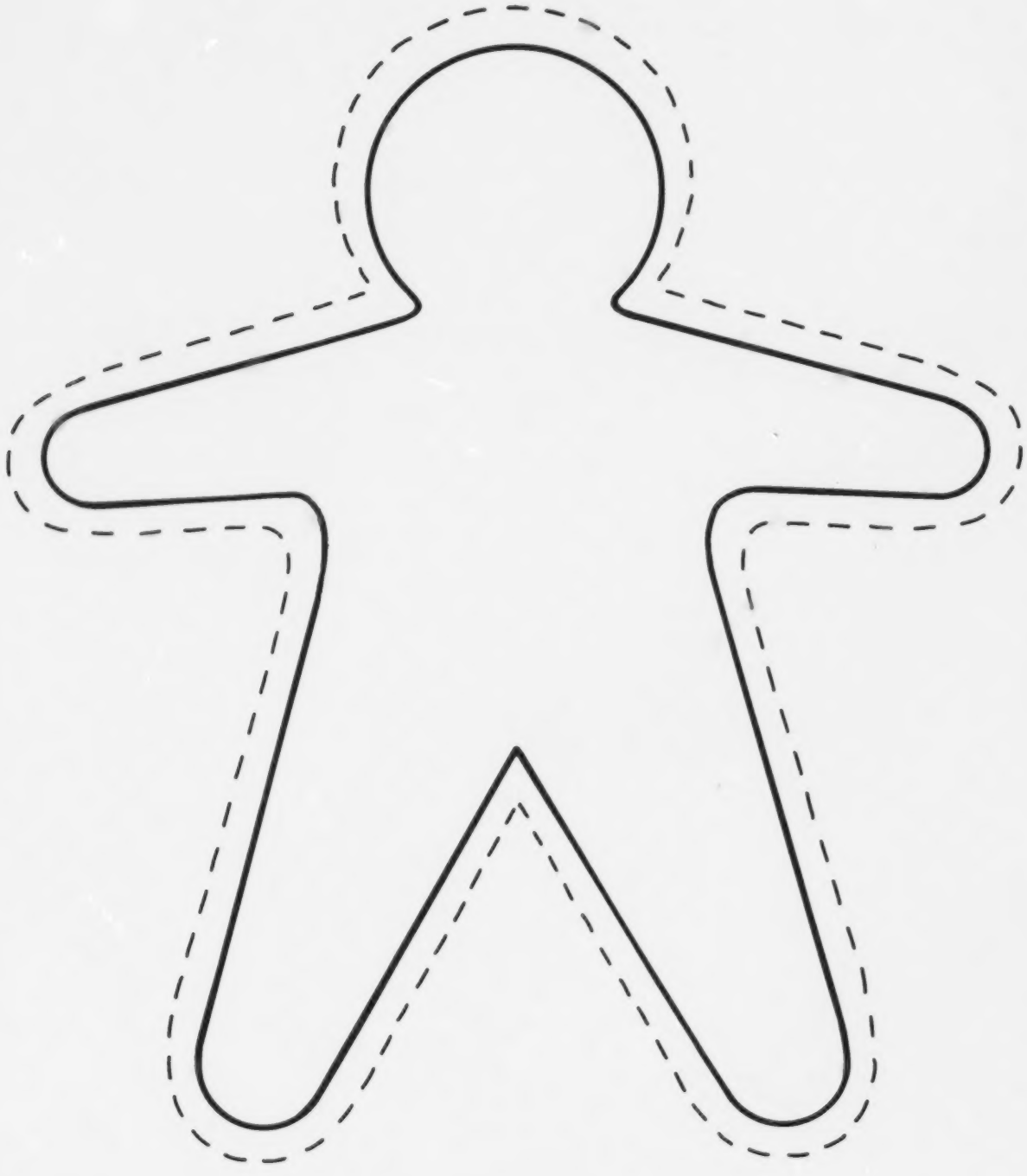
Rag Doll Pattern



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Milk Comparison Chart

SWEET MILK, BUTTERMILK

	TASTE		SMELL		COLOR			CONSISTENCY	
	sweet	sour	sweet	bitter	white	yellow	blue	thick	thin
Whole Milk									
Nonfat Milk									
Condensed Milk									
Evaporated Milk									
Buttermilk									

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Career Survey

Which of these jobs would you most like to have?

actor/actress		mechanic	
artist		military officer	
computer programmer		nurse	
construction worker		police officer	
doctor		professional athlete	
farmer		secretary	
fisher		singer	
firefighter		teacher	
forest ranger		veterinarian	
hairdresser		writer	
lawyer		other	

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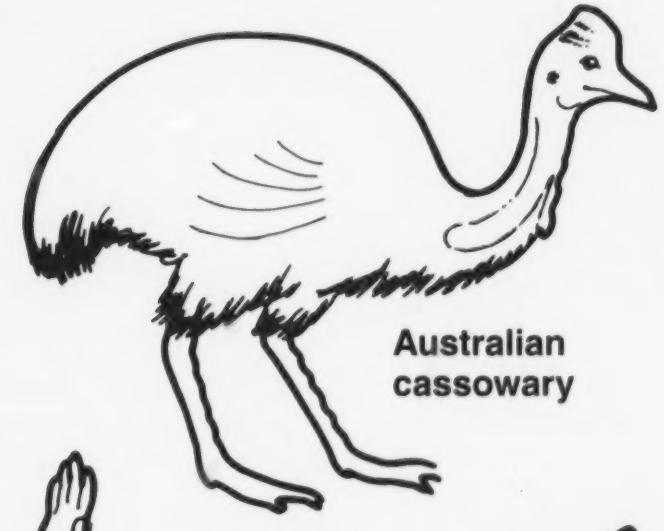
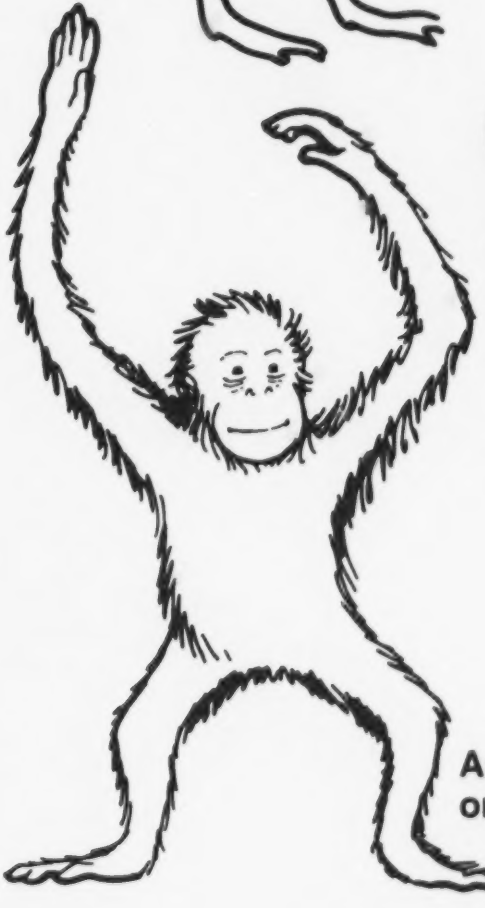
Rain Forest Animals

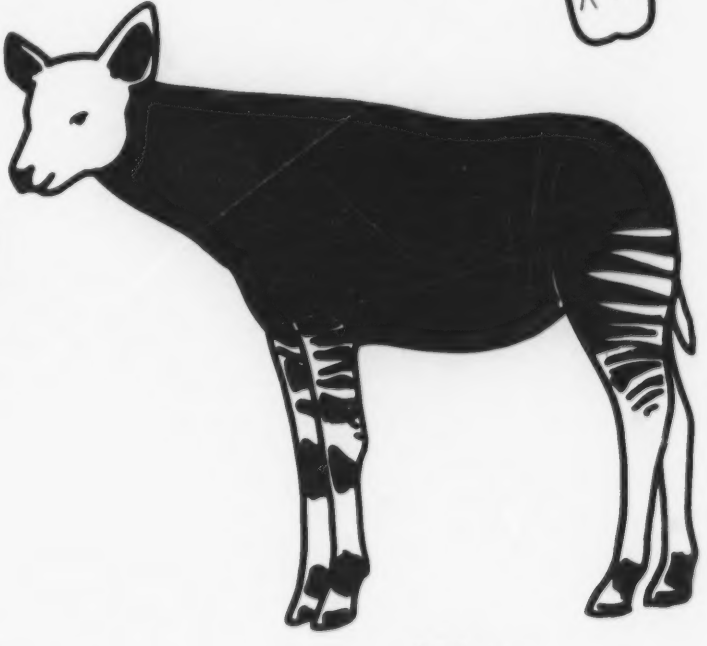


Australian cassowary

South American toucan



Asian orangutan



African okapi

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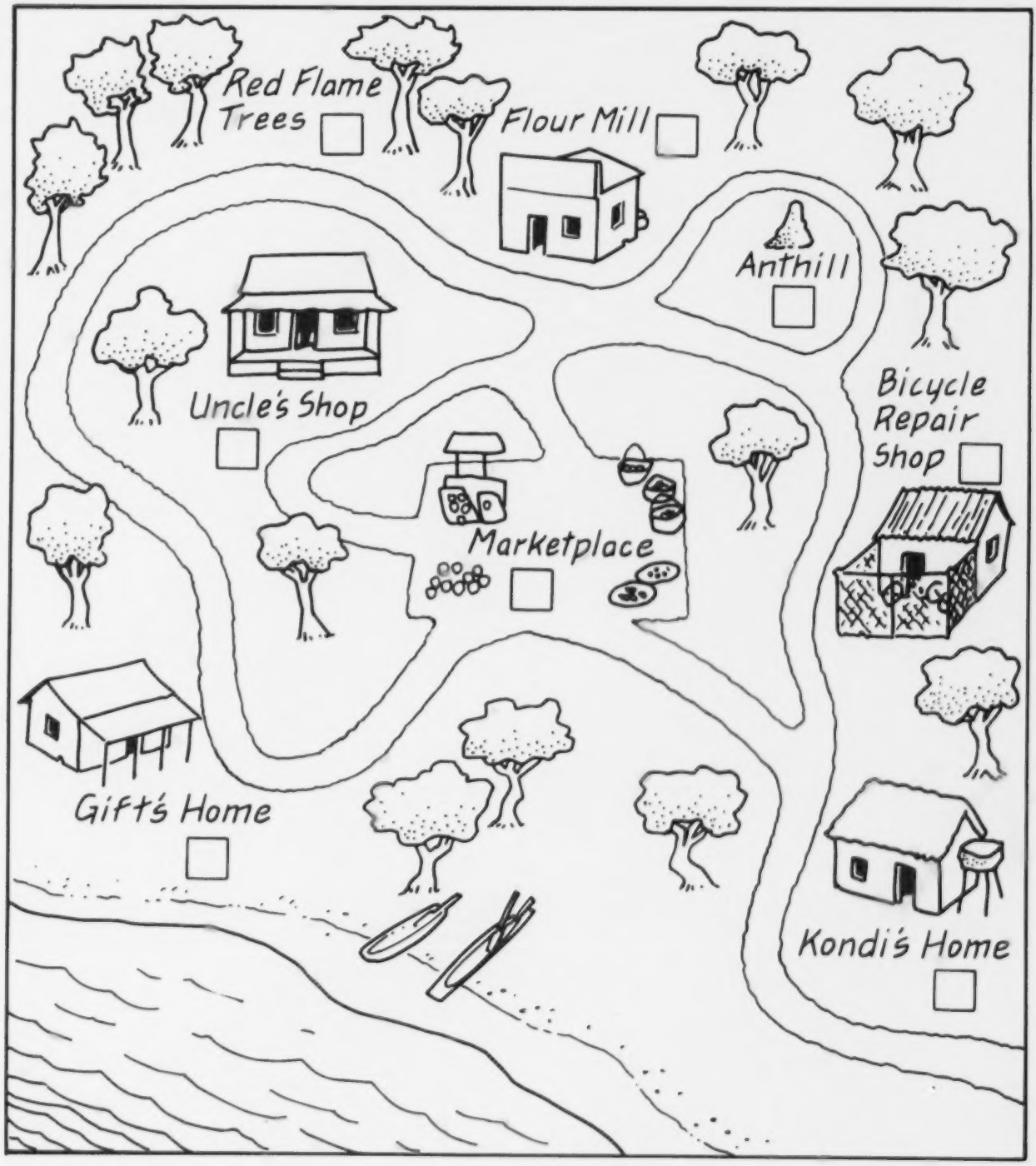
Kondi's Village Map



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